

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

31R019

School Name:

THE CURTIS SCHOOL

Principal:

MARY PETRONE

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: PreK – 5th grade School Number (DBN): 31r019
School Type: Elementary Grades Served: PreK – 5th
School Address: 780 Post Avenue, Staten Island, NY 10310
Phone Number: 718-442-3860 Fax: 718-815-2862
School Contact Person: Mary Petrone Email Address: 31r019@schools.nyc.gov
Principal: Mary Petrone
UFT Chapter Leader: Jeanne Raleigh
Parents' Association President: Angela Carcamo
SLT Chairperson: Maria Farano-Rodriguez
Student Representative(s): n/a

District Information

District: 31 Superintendent: Anthony Lodico
Superintendent's Office Address: 715 Ocean Terrace, Staten Island, NY 10301
Superintendent's Email Address: ALodico@schools.nyc.gov
Phone Number: 718-420-5667 Fax: 718-420-5677

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Debra Maldonado
Network Number: 533 Network Leader: Nancy Ramos

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Mary Petrone	*Principal or Designee	
Jeanne Raleigh	*UFT Chapter Leader or Designee	
Angela Carcamo	*PA/PTA President or Designated Co-President	
n/a	DC 37 Representative, if applicable	
n/a	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
n/a	CBO Representative, if applicable	
Evelyn Rosario	Member/ Teacher	
Ellen Overbye	Member/ Teacher	
Milagros Colon	Member/ Teacher	
Audrey Batz	Member/ Paraprofessional	
Lisa Allen	Member/ Parent	
Linda Homme	Member/ Parent	
Caprice Dixon	Member/ Parent	
Christina Espada	Member/ Parent	
Maria-Farano Rodriguez	Member/ Parent	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

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

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
<ul style="list-style-type: none"> Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. 	
<ul style="list-style-type: none"> Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. 	
<ul style="list-style-type: none"> Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. 	
<ul style="list-style-type: none"> Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. 	
<ul style="list-style-type: none"> Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. 	
<ul style="list-style-type: none"> Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and 	

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Mission Statement

The vision of P.S. 19 is to provide opportunities for students to achieve their personal best, become responsible productive citizens and embrace lifelong learning in a safe, pleasant and positive environment. We view our school community as the center of our diverse neighborhood. Therefore, we will provide support services for our students, teachers and their families. In so doing, our hope is that each student at P.S. 19 will move forward in their academic and social outcomes.

In partnership with parents and community, we believe:

- All students have unique abilities and talents which we will build on through a variety of teaching strategies, resources and emerging technology.
- The arts play an important role in developing the whole child. Therefore, P.S. 19 will offer art enrichment in a consistent and ongoing manner.
- Data driven instruction provides each student with an individualized educational plan. This plan respects personal learning styles and empowers each student to become responsible learners. Therefore, we will analyze review and utilize meaningful data to advance teaching and learning.
- Children learn best in a safe, caring environment. This environment values diversity, collaboration and risk taking. Therefore, P.S. 19 will give social skills the same attention as academic skills.
- Through teaching children cooperative ways to handle conflict, students will cultivate respectful, responsible and positive relationships which will lead to productive citizenship. Therefore, we will encourage children through programs and practices to practice good citizenship and service to our community.
- As we prepare our students for the global society in which they will contribute, we will stress Dual Language Strategies to encourage students to be bilingual and bi-literate.

School Strengths and Accomplishments

PS 19 initiated our Dual Language program in 2009. Starting with kindergarten each year the program progresses to the next grade. Presently, PS 19 has five dual language classes from K-4th grade. Our goal is to foster awareness and appreciation of bilingualism and biculturalism in our community. Our intention is that our curriculum promotes equal status of both languages and is sensitive to the cultural and linguistic backgrounds of students. Curriculum development and an implementation plan aligned to the Common Core State Standards is followed by our dual language teachers.

The Leader in Me is a social/emotional process integrated into the whole curriculum from PreK-5 incorporating the 7 Habits of Highly Effective People. It develops respect, and teaches students responsibility, empathy and the value of service to become trustworthy citizens in our school and for our diverse community.

Through multiple venues, we are trying to promote collegial leadership. It is our hope/intention to have PS 19 become a center for lead learners. Our approach, through this initiative, is to address raising student achievement through high level teaching practices. Collegial Intervisitation and focused, powerful teacher teams are established, their purpose is to nurture collegial advancement. PS 19 is becoming a place where educators can transform their practices and build skills they need for a successful career and to advance student learning for all learners.

Challenges

Within this diverse, lower economic school community, we struggle with advancing student responsibility and follow through to assigned tasks. Also, we struggle with parental and community commitment to our educational plan.

Areas where school made most growth

- Student Achievement – Meeting Target
- School Environment – Meeting Target

Key Areas of Focus

- Closing the Achievement Gap
- Student Progress

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

In analyzing our NYSED exam results, 27.1% of all students performed at levels 3 and 4 in ELA and 33.8% of all students performed at levels 3 and 4 in Math. Using this data and looking at Student Progress (Adjusted Growth percentile) for the school year 2014-2015, we are expected to:

- Meet the target in ELA for this school year.

Looking at Closing the Achievement Gap for 2014-2015, we expect the following:

- In ELA, we will meet the target for the Lowest Third and Black and Hispanic Males. We will approach the target for ELLs and SWD students.
- In Math, we will approach the target for ELLs and the Lowest Third.

In our Quality Review from 2011, the areas needing development were in teacher practice in questioning strategies to provide multiple entry points for all students to further develop high levels of student thinking; to improve systems of organizing data and to extend professional collaboration to improve student achievement.

Therefore, looking at this data and knowledge of our students, we have made instructional decisions to improve both student progress and narrowing the achievement gap in ELA and Math by looking at our initial assessments in September 2014 and collaborative inquiry looking at student work and determined instructional decisions that will target; enhance and implement rigorous instruction and CCSS aligned-curriculum that will support students. We will align this goal to our 2014-2015 Instructional Focus. Teacher’s Practice and Instructional Delivery for lessons will evidence that students are engaged in learning through increased participation in questioning and discussion techniques and will have increased opportunity to monitor and assess their own learning.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

(Specific): -For the 2014-2015 school year, all students, PreK-5th grade, will engage in learning through increased participation in questioning and discussion techniques and will have increased opportunities to monitor and assess their own learning.

(Measurable): - This will result in an overall .5% improvement for all students to reach levels 3 and 4 in ELA and math

(Achievable): - All students PreK through 5th grade will be able to track their achievements based on clear criteria

(Relevant): - The rigor of the instructional focus will provide opportunities to develop students’ ability to measure their own learning for each lesson objective. Further the teacher will use a variety of questions to challenge students cognitively.

(Time-bound): -We will initiate this in September 2014 and track the progress throughout the year ending June 2015.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal	Target Group(s)	Timeline <i>What is the</i>	Key Personnel <i>Who is responsible</i>
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<p>for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<p>Who will be targeted?</p>	<p>start and end date?</p>	<p>for implementing and overseeing the activity/strategy?</p>
<p><i>Rigorous Instruction</i></p> <ul style="list-style-type: none"> • Instructional focus of questioning, discussion and self-assessment will be embedded in the ReadyGen(ELA); GoMath; and in all content areas • Specific teacher practice will include pre and post assessment; monitoring student progress throughout the unit, instruction. Teachers will make evidence-based adjustments to their lessons and teaching practices and considerations for SWD; ELL and Lowest Third Black and Hispanic Male students. Teachers will receive professional development through ReadyGen; Go Math; CFN provided workshops for teachers of ELLs; SWD; instructional initiatives i.e. productive struggle; compliant vs. engaged students • Students will identify and reflect specific learning goals for their Leader in Me Data Portfolios. Students will share/reflect their portfolios throughout the school year and students in 3rd, 4th and 5th grade will conduct a student led parent teacher conference to review their progress and learning • Assessment of student progress will be gathered three times a year to monitor progress – beginning, middle and end. Formative assessment will be ongoing in the classrooms on a daily basis for each lesson through multiple methods. On a daily basis, teachers will target those students who require re-teaching in the ELA or Math lesson. If further support is required, teachers will make instructional decisions for students and will monitor their progress 	<p>All grades all students</p>	<p>Ongoing all year</p>	<p>All teachers, all students, parents, teachers, Lighthouse Team, ESL providers</p>
<p><i>Strategies for ELLs, SWD and High Need Students.</i></p> <ul style="list-style-type: none"> • Scaffolding and Differentiated strategies and materials will be provided for RTI students for targeted interventions – these may include skills that have been identified by the teacher as areas of need for students. These may be addressed by specific instruction such as; RazKids, Awards Reading; Intervention support from ReadyGen and GoMath, reading volunteers • Implementation of Math Enrichment Cluster using methodology from Metamorphosis and Fosnot materials with students building fluency in number sense and problem solving • Specific instructional Support for ELLs and SWD will be implemented throughout the lessons and will address student specific needs and accommodations • Teachers will make evidence-based adjustments to their 	<p>ELL and SWD students, all teachers</p> <p>All Students</p>	<p>Ongoing all year</p>	<p>All teachers,</p> <p>Math cluster teacher</p>

<p>units, lessons, and teaching practices for all students with consideration of RTI; SWD and ELL students. This will be forged by professional learning, collaborative planning, and inquiry teams, inter-visitations, walkthroughs and developing critical friends. This will be done in professional learning, collaborative planning, and inquiry teams</p> <ul style="list-style-type: none"> • Articulating specific content and language objectives • Integrating explicit and implicit research-based vocabulary instruction • Providing opportunities for students to discuss content and problem-solve with peers • Anchoring instruction by strategically using research-based practices (e.g., multimedia, visuals, graphic organizers, etc.) • Providing special education supports, services, accommodations and specially-designed instruction to meet the specific instructional needs of ELLs with disabilities • Designing, selecting and implementing a high-quality curriculum that meets the needs of Early Learning ELLs, and supports the New York State Prekindergarten Foundation for the Common Core • Using academic language and content area supports to strategically move ELLs along the language development continuum utilizing New York State Bilingual Common Core Progressions • Creating intentional opportunities for all teachers to collaborate and design instruction, analyze student work, and develop rigorous lessons • Providing substantial and sustained opportunities for all teachers to participate in meaningful professional development that addresses the needs of ELLs, including home and new language development 			
<p><i>Professional Development</i> Teacher pedagogy will be advanced by their attendance at professional learning on PD Mondays; professional development workshops given by NYCDOE and CFN; Danielson Rubric and Observation reports. Teachers will adjust Curriculum Maps and Lesson Plans to include specific techniques that focus on SE, ELL and SWD.</p>	All teachers	Monday PD all year	Instructional Team, Teacher Leader Team, PD Team, Off-site Facilitators (differentiated by topic), turnkeyed by workshop participant
<p><i>Parent Engagement</i> Teachers will communicate regularly with parents and develop transparent, trusting relationships through updating class page on e-Chalk; contacting parents regularly on their child’s progress and providing workshops for parents to help them assist their children make progress. Several topics such CCSS standards and curriculum expectations; assessments; work habits; behavior and how they can help their children during Parent Engagement on Tuesdays; and meeting with parents during the four parent-teacher workshops will be addressed.</p> <ul style="list-style-type: none"> • Providing parents of GE, ELL and SWD with resources that enable them to make informed decisions about their children’s education 	All students	Ongoing all year	All Teachers

<ul style="list-style-type: none"> • Providing all parents with all pertinent information about their rights and program choices in a language and format that parents can easily understand and assess • Providing training to parents in English and in their home language on effective strategies to support their children’s learning in and out of school • Engaging parents as active participants, contributors and cultural liaisons to the school community • Sharing with parents and family members the high expectations that schools have established for the education of all GE, ELLs and SWD and engaging them in the pursuit and achievement of those expectations • Collaborating with the school support personnel and immigrant community-based organizations in order to address the multiple needs of families of ELLs 			
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

All Teachers: Administration; Paraprofessionals; Related Service Providers
 ELA: ReadyGen Curriculum ; Guided Reading and Independent Libraries; TCRWP assessments; Words their Way; Foundations; RazKids; Awards Reading; various trade and web-based materials.
 Math: Go Math Curriculum; resources for Math Congress discussion; Calendar Math.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

n/a

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

MidPoint Monitoring for Reading Assessment and Math Progress Monitoring will be done in January 2015/March 2015.

2014-2015 Public School 19 Assessment Plan

	Assessment	Grade Level	Frequency	Month/Benchmark
Schoolwide				
ELA	READY GEN			
NEW	Baseline Assessment	K-5	1 time/year	September
	PBA's or Culminating Project based on Learning Targets	K-2	6 times/year	
		3-5	4 times/year	
	TC Running Records: May be given ANYTIME	K - 2 or Level O and below	4 times\year or as needed for progress monitoring	September – October 3 January March May/June

		Level P - S	3 times\year	September - October 3 February May
		Above Level S	2 times \year	September – October 3 May
	Print Readiness; Letter Sound Recognition	K 1-2 as needed	2x in Fall term; as needed throughout the year until mastery	September – October 3 November
	High Frequency Words/Spelling Inventory	K	2 times\year	January March
		1 – 2	3 times\year	September January April
		3-5	As needed	
Additional ELA Assessment	Pre-Post Lesson Assessment Guided Reading Student Reflections Raz-Kids Reading A-Z Reading Responses Exit Slips Teacher Observations' Rubrics Culminating Project Based Learning Spelling Inventory Technology Presentations Teacher Observations	K-5		
<u>Schoolwide</u>	<u>Go Math</u>			
Math	Progress Monitoring	K-5	Grade Level Standards Assessment	September – October3 January May\June 10
	Unit Tests	K-5		

Part 6b. Complete in February 2015.

<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 		Yes		No
<ul style="list-style-type: none"> If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? 				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
- 75% of teachers felt that order & discipline were maintained at school (below city’s average of 81%) – *School’s Snapshot findings*
- 27% met state standards on ELA (below city’s average of 30%) - *School’s Snapshot findings*
- 34% met state standards on Math (below city’s average of 39%) – *School’s Snapshot findings*
- *OORS report* data for Fall 2014 indicates that we have a high number of A24 (shoving, pushing or engaging in minor altercation)

School’s strengths:

- 96% of parents felt school offered a wide variety of courses, extracurricular activities and services
- 5 teachers are participating in Leadership professional development
- School Lighthouse Team (13 members representing all grades, special ed and dual language)
- Designated RTI period four days a week focusing on specific students and their needs
- Instructional team (members representing all grades (K-5) and ELLs and SWD)
- Adapted *The Leader in Me* process in 2013/2014

School’s needs:

- 25% of teachers felt order & discipline were not maintained
- Increase in ELA and Math scores from 2014 state testing
- To reduce OORS incidents A24 as noted above
- Review OORS data and plan personalized interventions for repeated students

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

(Specific): -PS 19 will incorporate the core habits of self-discipline, communication and academic mindsets that enable students to set personal and academic goals, assess their progress and persist in difficult tasks through The Leader in Me process.

(Measurable): All students (K-5) will design their own Student Data Portfolios with a personal mission statement. They will incorporate a personal goal; an ELA goal and or a math goal. The students will assess their own accomplishments throughout the school year (November –June) in order to measure their success which will result in a 2% decrease in OORs (A24) incident reports.

(Achievable): – All students (K-5) including SWD and ELLs will be able to visibly track their achievements and create new goals based on their own needs.

(Relevant): – The Student Data Portfolios are aligned to the instructional focus engaging students to use discussion practices and provide opportunities to develop students’ ability to measure their own learning for each lesson objective.

(Time-bound): - The Student data Portfolios were initiated in November and will be ongoing throughout the school year. There is a designated time (Mondays, Period 1) when all students are able to check their goals, however each teacher implements activities/times and situations when students can ascertain and update these portfolios within the classroom. During the May Teacher/Parent conferences, it is expected students will conduct their own conferences based on the portfolios they have created informing their parents of their successes and struggles with the guidance of their teacher(s).

provide effective support for high-needs students <ul style="list-style-type: none"> Teacher pedagogy will be advanced by their attendance of professional learning on PD Mondays ; professional development workshops given by NYCDOE and CFN; Danielson Rubric and Observation reports 			
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Ongoing partnership with Franklin Covey and other schools implementing TLIM
- Student data portfolios; and student journals/workbooks/ teachers’ guides
- TLIM website (license) for videos
- Literature (Texts aligned to each habit for all classes)
- Lighthouse Team monthly meetings
- Posters/banners/ highlighting the 7 habits
- Time and schedule for Student Lighthouse team meetings
- Materials for displaying, enhancing the core values
- Guidance related lunchtime lesson
- SI Foundation Grant of \$20,000

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

n/a

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

- Midpoint benchmark by February, 2015 will indicate fewer OORs incidents in A24 relevant to behavioral infractions.
- Review of all student data portfolios by teachers by February 2015 in readiness for March PTC student led conf.
- Mission Statements displayed on each classroom exterior door/wall by October 2014.

Part 6b. Complete in **February 2015.**

Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

- In conducting a comprehensive assessment of PS 19’s academic program, each grade’s inquiry team was asked to identify areas of student performance trends that need improvement. These inquiry teams were asked to utilize common data forged from analyzing grade specific assessment findings for their students. The following areas of focus were identified by the grade as follows for the first cycle of inquiry:

Area of Focus	Assessment Used
80 minutes/2x a month	
K –Letter/sound Recognition (2 week duration)	Running Records
1 –Math – Understanding relationship of addition, subtraction and fact families	Pre-Assessment Go Math Unit 1
2 –Writing – Sequence Beginning/Middle/End Ideas	On Demand Writing Pre-Assessment
3 – Writing – Narrative Writing Using Content Rubric	On Demand Writing Pre-Assessment
40 minutes/2x a month	
4 – Writing – Narrative Writing Using Content Rubric Math – Problem Solving – Using 4 Operations	<ul style="list-style-type: none"> • On Demand Writing Piece – Pre-Assessment • Go Math – Units 1-2 Pre-Assessment
5 – Writing – Narrative Writing Using Content Rubric Math – Academic Math Vocabulary	<ul style="list-style-type: none"> • On Demand Writing Piece – Pre-Assessment • Go Math – Units 1-2 Pre-Assessment

Additionally, since all teachers are teachers of ELLs, the 2013-2014 NYSESLAT scores and disaggregated ELA and math scores 2013-2014 data were used to identify ELL needs. It was found that as it related to ELL students, we had an increase of math level 2 students from level 1. (In 2013 we had 48% level 1 and 35% level 2. In 2014 we had 48% level 2 and only 34% level 1.) Also, it was found that as it relates to ELL students, in ELA level 2 dropped by 5%. (In 2013, 38% level 2 and in 2014, 32% level 2.) Yet, level 3 increased in 2014 by 6% (3% level 3 in 2013, 10.5% level 3 in 2014).

This increase in ELL performance in both ELA and Math was used to inform our comprehensive assessment in building collaboration among teachers. So curriculum maps and lesson plans are adjusted to include successful ELL strategies for all students.

Summarization

In relation to the strengths and needs relative to collaborative teachers (teachers committed to the success and improvement of their classrooms and schools) the teachers have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Strengths of Collaboration

- There is an active Professional Development Committee that meets regularly to advance opportunities for all teachers and paras. All PD offered is focused around PS 19’s instructional focus, QR indicators and relevant data

as defined by Instructional Team members who represent their grade.

- A PD plan is in place for all teachers and agendas and opportunities are disseminated to teachers in a timely manner. All PD addresses the instructional focus and elements of Citywide Expectations and QR Rubric and Danielson Framework.
- Teacher Leadership Professional Development. Through multiple venues, we are promoting collegial leadership. It is our hope/intention to have PS 19 become a center for lead learners. Our approach, through this initiative, is to address raising student achievement through high level teaching practices. Collegial Intervisitation and focused, powerful teacher teams are established. Their purpose is to nurture collegial advancement. PS 19 is becoming a place where educators can transform their practices and build skills they need for a successful career and to advance student learning.

Identify Priority Need

To have Inquiry Teams look deeper at relevant data and make decisions as to how to address the identified needs with timeframes and instructional action plans that target these needs and support teacher practice in lifting the learning outcomes of their students.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

(Specific): To advance the knowledge and application base of teachers so as to be able to collegially and individually identify grade/class trends that need improvement. We will develop plans of action that will increase student achievement.

(Measurable): - By June 2015, all teachers will have been provided with customized professional development/support in order to have an impact on overall student performance and progress resulting in an increase in performance and progress. This will be measured by increasing student progress by .5% overall in outcomes.

(Achievable): – Teachers will seek out opportunities for Professional Development. A culture of professional inquiry and collaboration will be demonstrated by all teachers.

(Relevant): - In order to address raising student achievement, teachers will do this through high level teaching practices which will include collegial Intervisitation practices and collegial teams.

(Time bound): - Throughout the school year 2014-2015, teachers will have opportunities to work collaboratively in multiple venues in order to nurture the collaborative process. This will be identified by Inquiry Team Identified trends.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p><i>Rigorous Instruction</i> Instructional Team members will participate in Teacher Leadership Programs (3 administrators and 1 grade teacher representative). In the eleven 3 hour trainings held throughout the school year, this team will learn and bring back to PS 19 teachers the application of how to be more precise in making decisions and determinations that</p>	<p>All teachers and paras</p>	<p>10/14-6/16</p>	<p>Teacher Leaders and Instructional Team</p>

<p>will advance student success.</p> <ul style="list-style-type: none"> • Creating intentional opportunities for all teachers to collaborate and design instruction, analyze student work, and develop rigorous lessons • Providing substantial and sustained opportunities for all teachers to participate in meaningful professional development that addresses the needs of GE, ELLs and SWD 			
<p>Inquiry teams will adapt practices designed to impact effective teaching and improve student outcomes.</p>	<p>Inquiry Teams</p>	<p>10/14-6/15</p>	<p>Teacher Leaders and Instructional Team</p>
<p>By October 22nd, the instructional team member representing a particular grade will submit to administration a summary sheet for ReadyGen and GoMath template which will identify the same skills to be assessed during three intervals in the school year.</p>	<p>Instructional Teams</p>	<p>10/14</p>	<p>Instructional Team and Administration</p>
<p>Instructional team members from each grade level collaborated in order to produce clear and coherent summary sheets which align to each grades' baseline assessments in ReadyGen and GoMath. In an effort to track progress throughout the school year, these summary sheets will be used for three intervals during the school year. Instructional team members will distribute these summary sheets to their grade partners and the following will occur:</p> <ul style="list-style-type: none"> • During November 2014 Inquiry Team meetings, instructional team members will model how to use the summary sheet to their grade partners. Each grade member will then use the summary sheets in an effort to notice any trends in areas of difficulty within each assessment for their class • During the following Inquiry Team meeting, grade partners will share their completed summary sheets and noticeable trends. The grade will collaboratively select 1-2 areas of weakness across the grade to track for the following 2 interval assessments noted above <ul style="list-style-type: none"> i. Grade partners will discuss strategies to address the area(s) of deficiency, possibly target and differentiate lessons that correlate to those area(s) and suggest instructional delivery methods they feel will advance student achievement. ii. Grade partners will put into place the above mentioned practices in an effort to track progress for the next interval of assessment. • If improvements are noted during the following interval of assessments, the practices, strategies, differentiated lesson(s) and any other instructional delivery methods will be revised into the grade's curriculum. Colleagues on the grade will be able to share their findings horizontally and vertically within the school building through their instructional team member • All administrators will be given a completed summary sheet for each class. Administrators will review these after each interval assessment 			
<p><i>Strategies for ELLs and SWD and high needs students</i></p> <p>Instructional Break out groups for each class are established based on the data used from the PS 19 Assessment Plan. This assessment data will be used to adjust curricula and instruction for GE, ELLs and SWD</p>	<p>All teachers</p>	<p>10/14-6/15</p>	<p>All classroom Teachers and Providers</p>

<ul style="list-style-type: none"> • Articulating specific content and language objectives • Integrating explicit and implicit research-based vocabulary instruction • Providing opportunities for students to discuss content and problem-solve with peers • Anchoring instruction by strategically using research-based practices (e.g., multimedia, visuals, graphic organizers, etc.) • Providing special education supports, services, accommodations and specially-designed instruction to meet the specific instructional needs of ELLs with disabilities • Designing, selecting and implementing a high-quality curriculum that meets the needs of Early Learning ELLs, and supports the New York State Prekindergarten Foundation for the Common Core • Using academic language and content area supports to strategically move ELLs along the language development continuum utilizing New York State Bilingual Common Core Progressions • Creating intentional opportunities for all teachers to collaborate and design instruction, analyze student work, and develop rigorous lessons • Providing substantial and sustained opportunities for all teachers to participate in meaningful professional development that addresses the needs of ELLs including home and new language development 			
<p>The use of ongoing checks for understanding and student self-assessment comes in alignment with teacher practices in clearly defining learning targets, information from pre/post assessments and deliberate activities and strategies used to give students opportunities to self-assess their learning during any lesson (ex. Rubrics, exit slips, peer-to-peer reflection on student work, individual student reflections on level of performance based on clear criteria to establish mastery of the lesson objective).</p>	All teachers	11/14, 1/15, 3/15	Instructional Team
<hr/> <p><i>Parent Involvement</i></p> <ul style="list-style-type: none"> • Parent Teacher conferences/meetings (2x a year) to inform parents of student progress; frequent 1:1 parent teacher conferences as needed; RTI goals for students (3x a year) • Parent Resource Suite with available resources and technology; School Leadership, PTA and Title 1 monthly meetings • PS 19 website on eChalk updating information on homework; tips and upcoming events • Parent curriculum orientations; PS 19 Goals for 2013-2014. • Informational workshops for parents specifically in ELA grade expectations • Workshops on Common Core State Standards; Homework Help; Special Education and English Language Learners. • ESL and Native Language Classes for Parents; CookShop for Families Workshops • Parent Coordinator and PTA newsletters; School Messenger 	Parents	11/14-6/15	Parent Coordinator, Teachers, Administrators

<p>system</p> <ul style="list-style-type: none"> Teachers will communicate regularly with parents and develop transparent, trusting relationships through updating class page on e-Chalk; contacting parents regularly on progress and providing workshops for parents to help them assist their students make progress covering several topics such as CCSS standards and curriculum expectations; assessments; work habits; behavior and how they can help their children during Parent Engagement on Tuesdays; and meeting with parents during the four parent-teacher evening workshops Provide parents with resources that enable them to make informed decisions about their children's education Provide parents with all pertinent information about their rights and program choices in language and format that parents can easily understand and access Provide training to parents in English and in their home language on effective strategies to support their children's learning in and out of school Engage parents as active participants, contributors and cultural liaisons to the school community Share with parents and family members the high expectations that schools have established for the education of all GE, ELLs and SWD and engaging them in the pursuit and achievement of those expectations Collaborate with the school support personnel and immigrant community-based organizations in order to address the multiple needs of families of ELLs 			
<p><i>Professional Development</i></p> <ul style="list-style-type: none"> Assignment of teacher members designated as teacher specialists to attend Professional Developments throughout the year with the provision they turnkey the updates from these meetings to all teachers on the instructional team. Instructional Team members and/or Teacher specialists will turnkey to all teachers – Collegial Walkthroughs by all teachers multiple times a year with the purpose of seeing precision practices in Danielson Framework components that will support ELA/Math best practices -- At least 4 Conferences dedicated to Danielson Framework practices and Common Core standard PD designed to advance teacher effectiveness in math Danielson Series on Assessment – December 9, January 29, March 31 Teacher Leader Inquiry Team PD – Eleven Sessions – 3 hours per session 5 teachers – 3 administrators Instructional Team PD – 2x a month (to be used to inform inquiry work) “Critical Friends” feedback PD – available to those teachers who elect to participate Throughout the year, opportunities for professional development are offered to teachers particularly focusing on 	All teachers	10/14-6/15	

<p>curriculum areas especially for English Language Learners</p> <ul style="list-style-type: none"> - Supplement materials for all classes with ELL students (e.g. Dual language Libraries, Estrellita, etc., Math/Spanish supports -- ELL Service Providers to provide ELL services to students of ELLs <ul style="list-style-type: none"> • Teacher pedagogy will be advanced by their attendance of professional learning on PD Mondays, professional development workshops given by NYCDOE and CFN, Danielson Rubric and Observation reports 			
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Teacher Team Participants – Mary Petrone, Principal, Joanne Vitiello and Elizabeth Geli, Assistant Principals, Samantha Seidman, Patricia Rodriguez, Jackie Moran, Kim Kosnac, Jaimie Solano, Grade Teacher Team participants
- Scheduled Professional Development to develop Inquiry Protocols and Knowledge Base so as to move from theory to action. Three hour PDs (4-7pm) for Teacher Leader Participants: 10/15/14, 10/29/14, 11/18/14, 12/10/14, 1/7/15, 1/21/15, 2/11/15, 3/4/15, 4/1/15, 5/6/15, 5/20/15
- Per session to meet 1.5 hours with Instructional Team 2x a month to review Inquiry work and “next steps”
- Professional Development Series on Using Assessment in more informal ways – 4 teachers/administrator team – 3 days per year/cost of subs/Danielson Framework Series 12/9/14, 1/29/15, 3/31/15
- Inquiry Grade Meetings
2x per month/1st and 2nd Monday during PD time 2:35 pm – 4:00 pm

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

n/a

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

- Administrators will collect and review the ELA and Math Summary Sheets and minutes of inquiry team meetings for each grade generated by Inquiry Teams during 2 intervals in the school year. The first review will take place January 20, 2015 and the 2nd review will take place March 20, 2015. Feedback will be given to individual teachers whose classes/students have made or not made gains in alignment with the inquiry decisions established in the action plans
- Follow through recommendations will be discussed with each teacher
- Administrators will be responsible for 2 grades each in reviewing and meeting with teachers

Part 6b. Complete in **February 2015.**

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				



Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

In reviewing the comprehensive assessment of PS 19’s academic programs in response to our students performance on both 2014 ELA/Math State Tests, T.C. Baselines and Running Records, Year’s Growth Analysis on class summary sheets for every grade in ELA and Math, the following goals were derived in response to this analysis.

A summary of our school’s data strengths:

- ELA State scores – overall for 3/4/5th grade students indicates a 15% increase in scores
- Math State Scores – overall for 3/4/5th grade students indicates a 7% increase
- In subgroups for state scores:
 - Black Males – In 2014 Math there was a big decrease in level 1 and a big increase in level 3. In 2014 ELA there was a 2% increase for black males. We are ahead of citywide proficiency by 3% in black males.
 - ELL in Math 2014 there was an increase in level 2’s over level 3. Therefore we dropped by 5%. ELLs in ELA in 2014 we went from a 3.4% (2013) to a 10.4% proficient in 2014. This is a 200% increase
 - SWD In 2014 Math we dropped, overall, from 15/7 to 14.2%. In 2014 ELA we dropped from 7.5% to 7.2% which is a 4% decrease
- While we did increase our overall scores in both ELA and Math, our scores are at a low level
ELA 27.1% levels 3 /4 (2014)
Math 34% levels 3 /4 (2014)
- QR (2010) – We received proficient in 4.2 It was recommended that we extend the level of structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student out comes

Identify Priority Needs

- To provide programs and personnel and interventions for students in all grades that fall below average.
- To establish a math cluster for students to have more pronounced practice in process math according to the CCLS
- Advance Collaborative Learning among teachers by supporting more precise structured instructional and inquiry teams that will support the improvement of student achievement by building the leadership capacity of Teacher Leaders to facilitate professional learning communities within PS19
- To increase parent involvement and community partnerships to foster trust within the school community

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

(Specific): -The principal will align resources and programs and personnel to address the needs to have high expectations of staff, students and parents while providing supports to achieve those expectations in order to advance student improvement in all content areas.

(Measurable): - Based on the implementation of the action plan below, by June 2015 there will be a .5% increase in all subgroups and overall achievement in state content scores by .5%.

(Achievable): - Through Professional Development, off and onsite, which will concentrate on the citywide expectations. All teachers will be able to achieve higher levels of performance in the 4 domains of the Danielson practice.

(Relevant):- Opportunities and adjustment of resource programs and personnel that address the needs of our school should realize improved student achievement.

(Time-bound): Throughout the school year 2014-2015, there will be multiple and ongoing opportunities for all staff to transform their practices and build skills they need for a successful career and to advance student learning for all learners.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p><i>Rigorous Instruction</i> Response to Intervention for our GE lowest 1/3 students in every class and for ELL lowest 1/3 performing students</p> <ul style="list-style-type: none"> • Period 1 (4x a week) dedicated to providing extra instructional support and tracking of outcomes by classroom teachers and support personnel. Cluster teachers and paras assigned to selected 1st and 2nd grade classes where there are more than 7 students in need of specific targeted interventions in either ELA and Math with a specifically tracked support plan for those students • ELL, SWD and high needs strategies in Curriculum Maps, IEPs and Lesson Plan <p><i>Research based instructional programs include but are not limited to:</i></p> <ul style="list-style-type: none"> • Guided Reading, Award Reading, Math CCLS, academic websites (Think Central, Reading A-Z) with language supports to address ELL students • Professional Development – Think Central Tutorial, PD ELL strategies and PD on curriculum maps to incorporate strategies for ELLs and SWD, Instructional Focus PD, ReadyGen/GoMath PD, RTI PD • Strategies to Increase Parent Involvement – PS19R.org website, Academic workshops in ELA/Math for each grade 3x a year. Workshops for Academic websites, Dial-A-Teacher • Creating intentional opportunities for all teachers to collaborate and design instruction, analyze student 	<p>Lowest 1/3 performing students in ELA/Math for every class with provision for ELL student groups</p>	<p>October 2014 – June 2015 – 3x a week for 40 minute sessions</p>	<p>Classroom Teachers, Cluster Teachers, paraprofessionals, ELL Support Personnel</p>

<p><i>Parent Involvement</i></p> <ul style="list-style-type: none"> • Parent Teacher conferences/meetings (2x a year) to inform parents of student progress; frequent 1:1 parent teacher conferences as needed; RTI goals for students (3x a year) • Parent Resource Suite with available resources and technology; School Leadership, PTA and Title 1 meetings • PS 19 website on eChalk updating information on homework; tips and upcoming events • Parent curriculum teas; PS 19 Goals for 2013-2014. • Informational workshops for parents specifically in ELA grade expectations • Workshops on Common Core State Standards; Homework Help; Special Education and English Language Learners • ESL and Native Language Classes for Parents; CookShop for Families Workshops • Parent Coordinator and PTA newsletters; School Messenger system • Providing parents with resources that enable them to make informed decisions about their children's education • Providing parents with all pertinent information about their rights and program choices in language and format that parents can easily understand and access. • Providing training to parents in English and in their home language on effective strategies to support their children's learning in and out of school • Engaging parents as active participants, contributors and cultural liaisons to the school community • Sharing with parents and family members the high expectations that schools have established for the education of all ELLs and engaging them in the pursuit and achievement of those expectations • Collaborating with the school support personnel and immigrant community-based organizations in order to address the multiple needs of families of ELLs 	<p>Parents/Guardians</p>	<p>10/14-6/15</p>	<p>Teacher, Administrators and Parent coordinator</p>
<p><i>Professional Development</i></p> <ul style="list-style-type: none"> • Assignment of teacher members designated as teacher specialists to attend Professional Developments throughout the year with the provision they turnkey the updates from these meetings to all teachers on the instructional team. Instructional Team members and/or Teacher specialists will turnkey to all teachers • – Collegial Walkthroughs by all teachers multiple times a year with the purpose of seeing precision practices in Danielson Framework components that will support ELA/Math best practices -- At least 4 Conferences dedicated to Danielson Framework practices and Common Core standard PD designed to advance teacher effectiveness in math. 	<p>All Teachers and Paras</p>	<p>10/14-6/15</p>	<p>All Teachers, Providers, Paras, Administrators and Off-site Personnel</p>

<ul style="list-style-type: none"> • Danielson Series on Assessment – December 9, January 29, March 31 • Teacher Leader Inquiry Team PD – Eleven Sessions – 3 hours per session 5 teachers – 3 administrators • Instructional Team PD – 2x a month (to be used to inform inquiry work) • “Critical Friends” feedback PD – available to those teachers who elect to participate. • Throughout the year, opportunities for professional development are offered to teachers particularly focusing on curriculum areas especially for English Language Learners <ul style="list-style-type: none"> - Supplement materials for all classes with ELL students (e.g. Dual language Libraries, Estrellita, etc., math/Spanish supports -- ELL Service Providers to provide ELL services to students of ELLs 			
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Teacher Team Participants – Mary Petrone, Principal, Joanne Vitiello and Elizabeth Geli, Assistant Principals, Samantha Seidman, Patricia Rodriguez, Jackie Moran, Kim Kosnac, Jaimie Solano, Grade Teacher Team participants
- Scheduled Professional Development to develop Inquiry Protocols and Knowledge Base so as to move from theory to action. Three hour PDs (4-7pm) for Teacher Leader Participants: 10/15/14, 10/29/14, 11/18/14, 12/10/14, 1/7/15, 1/21/15, 2/11/15, 3/4/15, 4/1/15, 5/6/15, 5/20/15
- Per session to meet 1.5 hours with Instructional Team 2x a month to review Inquiry work and “next steps”
- Professional Development Series on Using Assessment in more informal ways – 4 teachers/administrator team – 3 days per year/cost of subs/Danielson Framework Series 12/9/14, 1/29/15, 3/31/15
- Inquiry Grade Meetings
2x per month/1st and 2nd Monday during PD time 2:35 pm – 4:00 pm

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

n/a

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

- Administrators will collect and review the ELA and Math Summary Sheets for each grade generated by Inquiry Teams during 2 intervals in the school year. The first review will take place January 20, 2015 and the 2nd review will take place March 20, 2015. Feedback will be given to individual teachers whose classes/students have made or not made gains in alignment with the inquiry decisions established in the action plans

- Follow through recommendations will be discussed with each teacher
- Administrators will be responsible for 2 grade each in reviewing and meeting with teachers

Part 6b. Complete in February 2015.

- | | | | | |
|--|--|-----|--|----|
| <ul style="list-style-type: none"> • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| <ul style="list-style-type: none"> • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Strong Family & Community Ties

- 27% met the state standards on ELA (below the city’s average of 30%)
- 34% met state standards on Math (below city’s average of 39%)
- Improve parent involvement/parent participation

School’s strengths:

- Bilingual Parent Coordinator
- Adult ESL Classes
- School Messenger/eChalk website (school website)
- Parent Coordinator’s Newsletter
- CookShop For Families
- Y afterschool Program/P.A.L. Team
- Reading Volunteers (Grades 1 & 2)
- Leader In Me Parent Workshops
- PTA
- Partnerships with Community Based Organizations through Service Learning Projects

School’s needs:

- Increase Parent Involvement
- Parent Participation

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

(Specific): - PS 19 will maintain and increase the number of Parents/Guardians who attend Parent Teacher Conferences and workshops throughout the year.

(Measurable):- Attendance records will be maintained in order to track Parent/Guardian participation throughout the four Parent Teacher Conferences and Workshops.

(Achievable):– Parents/Guardians will have more opportunities to visit the school during Parent Teacher Conferences and Parent Involvement workshops. The school will hold four Parent Teacher Conferences and several Parent Involvement workshops in an effort to build stronger relationships with the school community.

(Relevant): – Parent/Guardian involvement is aligned with the Chancellor’s new initiative in creating a stronger bond between the school and home.

(Time-bound): - 2014-2015: The School will hold four Parent Teacher Conferences and multiple workshops during the school year offered in the mornings and evenings.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will	Target Group(s) <i>Who will be</i>	Timeline <i>What is the</i>	Key Personnel <i>Who is responsible for</i>
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<ul style="list-style-type: none"> • Provide parents with all pertinent information about their rights and program choices in language and format that parents can easily understand and access • Provide training to parents in English and in their home language on effective strategies to support their children’s learning in and out of school. • Engage parents as active participants, contributors and cultural liaisons to the school community • Share with parents and family members the high expectations that schools have established for the education of all ELLs and engaging them in the pursuit and achievement of those expectations. • Provide interpretation services during PTC and Workshops • Ensure contact information is up-to-date • Collaborate with the school support personnel and immigrant community-based organizations in order to address the multiple needs of families of ELLs. • Workshops (Specific to students’ needs) • One on One meetings 			<p>ESL teachers Special Ed teachers/providers/ Guidance Counselor/Administrators</p>
<p><i>Parent Involvement</i></p> <ul style="list-style-type: none"> • Title 1 Parent Involvement Events/Workshops • Adult ESL Classes (Tues. & Thurs.) • PS 19 Cares Day – parents-students-staff invited to enhance the values, shared beliefs and behavior of all various stakeholders within the school community • Monthly bilingual parent workshops explaining each of the 7 habits and how they can be incorporated at home • Students explain habits and activities at PTA meetings • Specific book lists distributed for parents to read at home with child(ren) • Student Led Conferences: May 2015 parent/teacher conference, parent participates as child presents and teacher guides • PS 19’s website on E-Chalk (PS19R.org) will highlight upcoming Workshops and the 7 habits on a monthly basis. Website can be viewed in many languages. • Phone Messages will be sent out 	<p>Parent/Guardian</p>	<p>Sept. - June</p> <p>Nov (Habit 1)</p> <p>Dec (Habit 2)</p> <p>Jan (Habit 3)</p> <p>Feb (Habit 4)</p> <p>Mar (Habit 5)</p> <p>Apr (Habit 6)</p> <p>May (Habit 7)</p>	<p>All Staff Guidance Counselor Bilingual Parent Coordinator Teachers PTA</p>

periodically to keep Parent/Guardian abreast of all upcoming school events/workshops			
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Ongoing partnership with Parent/Guardian to address areas of concerns
- Coordinate schedule with Key personnel to implement workshops

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

n/a

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

- PTC & PTA attendance
- Workshop attendance

Part 6b. Complete in **February 2015.**

- | | | | | |
|--|--|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Running Records Level 1	ELA: Guided Reading, Foundations; Reading A-Z, Awards Reading	Small Group 1:1	School Day ELL Saturday Program
Mathematics	GoMath Unit Test Level 1 Progress Monitoring	Math: GoMath Scaffolding Strategies for Intervention; Metamorphosis; Problem Solving Strategies	Small Group 1:1	School Day ELL Saturday Program
Science	Unit Tests Level 1	Science Intervention Strategies	Small Group 1:1	School Day
Social Studies	Unit Tests Level 1	Social Studies: Harcourt Social Studies Intervention Strategies	Small Group 1:1	School Day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Referral by teacher, parents, repeated OORs incidents/behavior	Counseling sessions	Small Group 1:1	School Day

Section 7: Title I Program Information

Directions:

3. All schools must indicate their Title I status in Part 1
4. All elements of the *All Title I Schools* section must be completed in Part 2
5. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
6. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
7. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
8. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

All PS 19 teachers are highly qualified. We continue this work specifically to meet this goal by differentiated Professional Development offered to general education and special education teachers; content specialists and related service providers,

- Professional Development during Monday and Tuesday Professional Development timeslot conferences
- Grade conferences (multiple times a month)
- Unit Planning Grade Level Meetings - Classroom Teachers (multiple times a month)
- ReadyGen, GoMath and CFN 533 PD opportunities: ongoing throughout the year.
- Peer Intervisitations
- Feedback through walkthroughs and observations
- Annual survey for professional development opportunities.
- Assigned mentors for newly hired teachers
- Recruitment from NYCDOE Human Resources and CFN Leader. A selection committee will interview candidates and select best match to our schools' needs.
- Collaborate with Wagner College and CSI Education Departments to have student teachers and to identify promising teacher candidates.

Recruitment strategies include hiring substitute teachers in order to verify their skills and suitability for teaching at PS 19. If suitable, their names are retained on file, in the event of a vacancy. Liaison with network and local district colleagues to identify effective teachers who are searching for a new appointment. Unsolicited resumes are also kept on file and referred to when a vacancy occurs. Prospective teachers are asked to teach a lesson and attend a group interview. The panel consists of members of the administration team. Retention strategies include employing teachers who are on leave as F-status teachers, so that they can maintain contact with the school, and continue to develop their skills. At the end of the school year, a preference sheet is distributed. At this time teachers are welcome to apply for new positions. In addition they may share their requests for changes of position in order to further develop their skills. The administration team makes the selection. So that as these teachers continue to develop their practice and may be placed in assignments where they can perform at their best, a preference sheet is distributed toward the end of the school year. New positions are made known at this time and teachers are invited to apply for those, and also to state their requests for changes of position in order to further develop their skills. The administration team makes the selection.

2b. 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).

For the 2014-2015 school year, we have embedded professional development in many ways:

- For Literacy and Math we have teacher teams who attend PD throughout the year and turnkey to staff

during PD time slots

- For Danielson Framework, teachers have ongoing PD throughout the year
- Leader in Me: During the school year all staff is being trained in this initiative. This training is being presented by the Leader in Me (Franklin Covey Foundation)
- There is a professional development period built into the schedule. All teachers and staff meet in Professional Learning Communities to analyze data, study student work and plan instruction aligned to CCSS and new curriculum. Teachers receive in-house PD multiple times throughout the year
- Throughout the year, opportunities for professional development are offered to teachers particularly focusing on all curriculum areas especially Early Childhood, Special Education, English Language Learners and the Arts. Our teachers and staff have attended anti-bullying, crisis intervention and service learning workshops as they are offered by CFN and the DOE

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

PS19R has established two full day PreK programs housed in the main school building. It is our goal to provide a program that meets young children's needs for health, safety, and guidance for social-emotional development as well as providing opportunities for developmentally appropriate learning.

Our PreK teachers and paras support transition to kindergarten by meeting with families in early spring. The teachers tour the building with the students in May of the school year to familiarize our young students with specific meeting areas, such as the auditorium, the cafeteria, the entrance and lobby. Also in June, the cluster teachers who provided instruction in the PreK classroom throughout the year escort the students to the cluster room such as Art, Technology, Science, Social Studies and Physical Education. This is an important aspect in the PreK student's ability to adjust to transitioning from one location to another and the familiarity of the cluster teacher supports this adjustment.

In the Spring (April/May) parents are invited to attend an informational session "Preparing My Child for Kindergarten". During this workshop, parents are given information and materials aligned to the Common Core State Standards for kindergarten in letter/sound recognition, word work, reading, writing, math and the content areas. Our bilingual parent coordinator offers a schedule of parent workshops, not only throughout the year for all parents, but also PTA meetings. The PreK family worker and the teacher also schedule activities for PreK parents held within the classroom setting throughout the year. In September of each school year, a "Welcome Tea" is presented to parents hosted by the principal, parent coordinator and PreK/K teachers informing parents about school policies, activities and

procedures.

Professional development is ongoing and PreK teachers attend workshops through the school year on student non-attendance dates (i.e. Work Sampling System, Quality STARS) as well as any schoolwide professional development pertaining to the DOE, our network and PS 19's initiative.

Official records are kept in the office where the teacher for the upcoming school year reviews and consults the PreK teacher, if needed. The PreK teacher also informs the School Assessment Team if a child has an IEP, which is followed up by administration to ensure every child is getting services he/she needs.

Contact is maintained throughout the year, with the local preschools by the Parent Coordinator. Additionally parents who attend the workshops and classes provided by the Parent Coordinator, often have preschool age children. They are effective conduits for informal information sharing. More formally, prior to the end of year, a Pre-school orientation visit occurs, at which the administrators meet the parents and children, they visit the classrooms, receive information and an invitation to a follow up workshop. This workshop is designed to show them and give them an opportunity to practice activities they can do with their child to prepare them for Kindergarten. A home pack is provided for the summer vacation. Parents of the children are invited to enroll before the year begins and to advise school personnel if special services are required for their child. In this way preparations can be made in a timely manner and ensure a smooth transition to elementary school.

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

PS 19R has established an Instructional Team which includes 3 administrators and one teacher from every grade, kindergarten through 5th grade. The purpose of this team is to discuss and implement the 2014/15 Citywide Instructional Expectations. In this regard, the team will implement, model and turnkey to their grade colleagues the following:

- Based on learning goals, teachers will identify various solution pathways and anticipated challenges to plan assessments that check and deepen students' understanding of challenging instructional tasks.
- The Instructional Team members will decide on the collection data to be analyzed throughout the year and record within a specific timeframe.
- The team will analyze and look for trends in the assessments which include the following; ELA (Pre/Post Literacy tasks; ReadyGen performance task and Math – Beginning mid and end of year assessments from GoMath.
- Teacher teams will review results from student task in literacy and math during 3 benchmark intervals. After review, contributions to classroom instruction will be generated by grade colleagues. Teachers will incorporate these ideas into the task instruction before the post assessment.

In order to administer these assessments based on instruction, professional development for both Literacy and Math will continue through the year. This curriculum is aligned to the Common Core State Standards. Members of the Instructional Team will also receive Network support by attending workshops scheduled for ELA and Math throughout the school year. These team members will turnkey to their grade partners and results will be discussed at Instructional Team meetings and Professional Development timeslots through the year.

After each specific assessment is administered, the Instructional Team members meet with their grade partners to review student work, adjust instruction based on student evidence and plan instruction according to students' needs based on the aforementioned assessment data.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$ 312,838	X	Pgs. 10-14
Title I School Improvement 1003(a)	Federal	10,068	X	Pgs. 10-13
Title I Priority and Focus School Improvement Funds	Federal	N/A		
Title II, Part A	Federal	41,121	X	Pgs. 10-36
Title III, Part A	Federal			
Title III, Immigrant	Federal	11,548	X	Pgs. 21-27
Tax Levy (FSF)	Local	2,893,684	X	Pgs. 10-36

¹Explanation/Background:

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

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

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

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

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).

- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

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:

- Parent/Teacher Resource Center
 1. providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- Academic/Training/1 on 1 meetings
 1. 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;
 2. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- PTA meetings/eChalk
 1. providing assistance to parents in understanding City, State and Federal standards and assessments;
- Parent Coordinator Newsletter (English/Spanish), PTA meetings/Newsletter, Roaring News
 1. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- Via eChalk and School Messenger
 1. 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 do the following:

- Title I Workshop
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;
- SLT/PTA Meetings
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;
- PTA Meetings/Workshop/PTA Title 1 Rep
ensure that 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;
- Common Core Standards Workshops/Grade Level Tasks Work
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.;
- Curriculum Teas
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;
- PTA Meeting/Newsletters
provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Snapshot, Progress Report, Quality Review Report, Learning Environment Survey Report;
- PTA meeting Title I Rep
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;
- PTA Meetings (Alternate Evening/Morning)
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;
- Parent Coordinator during PTA Workshop meetings
translate all critical school documents and provide interpretation during meetings and events as needed;
- Common Core Standards and Grade Level Tasks Workshops
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 encourage the male role in 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 with 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 promptly 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..



Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by September 30, 2014.

Part A: School Information	
Name of School: The Curtis School	DBN: 31R019
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: 105 Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

- By analyzing the 2014 NYSESLAT and NYSISTELL data, the results indicated that majority of our K-2 grade ELLs fall into the Intermediate category, while our 3-5 grade ELLs fall mostly into the advanced category. However, there are some exceptions such as our special ed ELLs (19) of which 18 are Beginner/Intermediate levels. In the areas where the natural process of second language acquisition was not met, it was determined that further academic intervention was necessary to support these students. In order to supplement literacy for the aforementioned students, continued support is provided through our Saturday program for English language learners and their parents, entitled, Aprendiendo Lado a Lado – Learning Side by Side. This program is open to all ELLs, including those that have reached proficiency from Kindergarten through 5th grade whereby they receive support in literacy (reading texts in English and Spanish); math and technology.

- PS 19 currently has 105 mandated English language learners, including former ELLs. All are invited to the Saturday program, including former ELLs who tested proficient in 2013 & 2014). It has been the trend that an average of 40 to 30 % attends regularly. The students are divided into three groups: K/1st grade; 2nd/3rd grade; and 4th/5th graders. This grouping of students allows each teacher to address common core standards aligned to the grade levels. The students rotate every hour to another discipline (literacy, math, technology).

- The Saturday program (Aprendiendo Lado a Lado), meets for 12 weeks from 8:30 – 11:30 AM on the following dates:

October 25th, November 1st, 8th, 15th 22nd; December 6th, 13th, 20th, 2014 and again in spring – March 7th, 14th, 21st, 28th, 2015

Students are also served breakfast from 8:00-8:30 AM and parents are served refreshments.

- The language of instruction is delivered mainly in English; however, there is one component of the program where literature is read in English and Spanish. Presently we have 3 students who speak Arabic & Urdu and when parents or volunteers are available to assist in these low incidence languages, we invite them to participate and share their culture, books and traditions.

- The program is delivered by three teachers: one certified ESL teacher who speaks Spanish, French and Italian; one certified bilingual special ed teacher; one special ed teacher who is also bilingual and one administrator who supervises the program. The program is divided into three segments by the hour and students switch classes every hour (parent accompanies students). There are three focus areas: 1.) Read Aloud is delivered in English and Spanish by one teacher, discussion is generated around

Part B: Direct Instruction Supplemental Program Information

the read aloud and students/parents respond in English, or their native language with a follow-up art activity. Art is another venue for our ELLs to express themselves and develop expressive skills. 2.) Math, aligned to the common core, is also a necessary component for our ELLs, since mathematics involves explaining (receptive & productive) strategies for solving problems. 3.) Technology is another topic covered during our Saturday program, students alongside their parents, use Award Reading and/or Razz Kids to strengthen their literacy skills in the computer room.

- The providers are: Dina Tornabene, ESL teacher (literacy); Evelyn Rosario, Bilingual special ed teacher (math), Melanie Rodriguez, special ed teacher who is also bilingual (technology) and Elizabeth Geli, Assistant Principal, supervises the program.
- Materials used for this program are: Read Aloud literature (English & Spanish) and Arabic/Urdu (when available); notebooks for responses to literature; art materials relating to the literature; math exemplars, manipulatives; GO Math ESL Interventions (as per grade); computers for technology using Award Reading Program and Razz Kids (English & Spanish).

Part C: Professional Development

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

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

Begin description here:

- Professional development is ongoing throughout the year at PS 19 and we believe all teachers are teachers of ELLs. In order to ensure that ELLs are developing their English proficiency and closing the academic language gap, the ESL curriculum and instruction for ELLs is designed and delivered in a manner so that all students can meet the language demands of the Common Core.
- ESL teachers (2); bilingual teachers in dual language (5); classroom and cluster teachers of ELLs, and the Title III teachers of ELLs share a common prep once a week to meet and plan instruction aligned to the CCSS. The Title III teachers attend specific workshops throughout the year, for example: our Network hosted Professional Development on the new NYSITELL administration; the new categories of NYSESLAT; the implementation of the New Language Arts Progressions (Pre-K-5th grades), and lesson planning aligned to the CCSS (11/5/14). ESL teachers also delivered training to the entire staff (including our Title III teachers) on November 4, 2014, explaining the 5 levels of language development (Entering; Emerging; Transitioning; Expanding and Commanding) along with specific strategies to implement under each stage in listening, reading, speaking and writing. Our Title III teachers will continue to attend professional development offered throughout this year from our Network (533) hosted each month by Mildred Cordova, our ESL Achievement/Assessment Coordinator. Additionally, they have a specific professional development period (every Monday for 80 minutes) where workshops are planned throughout the school year pertaining to ELLs. The first Tuesday of every month (3:15-3:50

Part C: Professional Development

PM), the ELL Team (including the Title III teachers) and Dual Language Team meet to develop strategies to implement for our ELLs across the curriculum which have been introduced through either workshops, or videos from Engage NY. PS 19 also sends our Title III and ESL teachers to professional development offered from the Office of English Language Learners (DOE) throughout the year. Our Title III teachers will attend some of the upcoming scheduled workshops: Developing English Language Learners' Mathematical Reasoning in the Early Grades for three days (12/9/14,2/24/15,3/25/15); Writing Language Objectives for ELLs in the Mathematics Classroom (11/20/14, 12/5/14). Our Title III teachers have registered for the Online Interactive course: Response to Intervention for ELLs. As new workshops are posted through the OELL and resources are made available through Engage NY (Scaffolding Instruction for ELLs; Common Core videos for ELL Instruction), Title III teachers, ESL teachers and classroom teachers of ELLs are enlisted to attend to the various professional development aligned to supporting ELLs during their professional time (Mondays/ 80 minutes).

- ESL teachers, along with the assistant principal deliver training and information once a month to the teachers of ELLs (including Title III teachers). The topics include: compliance; testing; levels of proficiency; parent outreach by understanding cultural contexts, academic proficiencies and levels of English proficiency, and scaffolding lessons so all ELLs can achieve grade level standards.
- PS 19 recognizes that teachers need support and guidance from instructional leaders who understand the important shifts needed to engage ELLs in complex thinking, talk and tasks anchored in the CCSS. The following are providers for the PD: Administrators/Assistant Principal (who attends PD); network liaisons (delivers PD); ESL teachers; and NYC Office of ELLs.

Part D: Parental Engagement Activities

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

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

Begin description here: Parent Engagement:

- Aprendiendo Lado a Lado – Learning Side by Side, is our Title III Saturday program where parents of English language learners participate alongside their child through the 3 E's – Enrichment, Excitement and Encouragement. Parent literacy is one of the most important indicators of a child's success. It is also noted the drop-out rate is high for the Hispanic population. Our program, Aprendiendo Lado a Lado, will support adults and children's literacy along with language development.
- The Title III Saturday Program meets for twelve weeks from 8:30 – 11:30 AM (Breakfast is

Part D: Parental Engagement Activities

provided from 8:00-8:30 AM) on the following dates:

October 25th; November 1st; 8th; 15th; 22nd; December 6th, 13th, 20th, 2014 and March 7th; 14th; 21st and 28th, 2015

Parents are invited to stay for one hour or more during the Saturday sessions and participate in either the Literacy, Math or Technology/literacy program, since it rotates for each group every week.-

- Side by side learning will take place in education when children and their parents participate in an oral Read Aloud literature text, both in English and Spanish. Parents will be able to assist in reading and join in discussions with their child and other parents pertaining to the texts and story elements. Building literacy in the native language has proven through research to transfer to literacy in the second language. By encouraging book talk between parent and child, both will build confidence in their ability to speak, read and write. Mathematics, aligned to the CCSS, involves academic language, explanations and higher thinking processes; this is also targeted in our Saturday Program, using manipulatives and concrete experiences. Additionally, Award Reading and Razz Kids are both technology- based reading programs; parents are able to experience interactive stories using computers and enhancing their own literacy and technology skills. PS 19 also offers adult ESL classes at our school two days a week in the mornings, which many of our ELL parents participate in.

- Our providers are as mentioned above:

Mrs. Dina Tornabene, (multilingual ESL teacher); reads literature in English & Spanish and implements follow-up activities pertaining to text collections.

Mrs. Evelyn Rosario, (bilingual special education teacher); delivers “Real World” math problems (exemplars) using manipulatives and ESL strategies aligned to grades.

Ms. Melanie Rodriguez (bilingual special education teacher); focuses on literacy through technology, using Razz Kids and/or Award Reading, students and parents read at their own level (listening & reading) and complete activities to enhance comprehension skills and vocabulary.

- Parents are notified of the Title III Program and complete an application for their child by October 10th, 2014. Parents are given the meeting dates (English & Spanish), and times of the program on the application. Each week a “Reminder” flyer is sent out to participants. During the first meeting, parents are introduced to the topics (3 programs) and invited to stay. Subsequently, parents are invited to stay for the initial hour, but may choose to stay for the entire program (3 hours)

* Parent workshops are provided mainly through our bilingual Parent Coordinator and our Guidance Counselor. Some of the workshops PS 19 offers throughout the year are:

JCC - Parent ESL classes (Tuesdays through Fridays) 8:30-10:30 AM

Reading volunteer (14 active volunteers, including bilingual volunteers) - Grades 1,2,3

"How to Be an Effective Parent" September 23, 2014

Title 1 Meeting: September 30, 2014

5th Grade Committee - Middle School Application Process

Leader In Me Workshop - First Tuesday of every month focusing on one habit (Nov-May)

Part D: Parental Engagement Activities

Parent & Child (3rd Grade) Art Workshop - November 25, 2014
 Fire safety Meeting with the FDNY- Dec. 11, 2014
 Dial-a-Teacher workshop - Dec. 15, 2014
 Cook Shop for Families - January - June (monthly on Fridays)
 PS 19 Online resources Info Session - Jan 6, 2014
 Parent & Child (5th Grade) Art workshop Feb. 10, 2015
 Health Fair (February, 2015 TBA)

Part E: Budget

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

Allocation Amount: \$11548

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 31	Borough Staten Island	School Number 019
School Name The Curtis School		

B. Language Allocation Policy Team Composition [i](#) 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 Mary Petrone	Assistant Principal Elizabeth Geli
Coach	Coach
ESL Teacher Dina Tornabene	Guidance Counselor
Teacher/Subject Area Cindy Cascante (1st grade)	Parent
Teacher/Subject Area	Parent Coordinator Miguel Felix
Related Service Provider	Other Mildred Rios, ESL Teacher
Network Leader(Only if working with the LAP team)	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.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	4	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	5
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	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	630	Total number of ELLs	98	ELLs as share of total student population (%)	15.56%
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish

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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)	1	1	1	1										4
Freestanding ESL														
Push-In	2	2	1	2	2	2								11
SELECT ONE														0
Total	3	3	2	3	2	2	0	15						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	98	Newcomers (ELLs receiving service 0-3 years)	70	ELL Students with Disabilities	23
SIFE	0	ELLs receiving service 4-6 years	27	Long-Term (completed 6+ years)	1

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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language	23			8						31
ESL	47		10	19		9	1		1	66

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
Total	70	0	10	27	0	9	0	0	1	97
Number of ELLs who have an alternate placement paraprofessional: <u>3</u>										

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													

*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	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish	8	17	8	22	7	21	8	19											31	79
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	8	17	8	22	7	21	8	19	0	31	79									

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>17</u>	Number of third language speakers: <u>3</u>
Ethnic breakdown of EPs (Number):	
African-American: <u>7</u>	Asian: <u>2</u>
Hispanic/Latino: <u>34</u>	Other: <u>2</u>
Native American: <u> </u>	White (Non-Hispanic/Latino): <u>40</u>

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	11	17	17	5	7	5								62
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic		1			2	1								4
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1													1
TOTAL	12	18	17	5	9	6	0	67						

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)	2	6	0	0	0	1								9
Intermediate(I)	2	14	14	2	6	2								40
Advanced (A)	14	4	10	16	3	2								49
Total	18	24	24	18	9	5	0	98						

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	1	3		8
4	1	1			2
5	12	9			21
6					0
7					0
8					0
NYSAA Bilingual (SWD)				1	1

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2	3	1						6
4	2	2							4
5	14	7							21
6									0
7									0
8									0
NYSAA Bilingual (SWD)							1		1

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			1		3		2		6
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
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:

- 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.
 - PS 19R uses TCRWP to assess early literacy skills of all students, including our ELLs. This assessment tool allows us to track our students from year to year. Starting in kindergarten with print readiness; alphabet sound /recognition; sight words and running records for reading levels we are able to get a picture of the "whole child". The TCRWP is administered minimally five times a year

and frequently more often for our ELLs to ensure the student is progressing. When a student appears to be stagnant or not advancing, the teacher, along with the ESL provider presents artifacts (running records, writing) to colleagues during a grade meeting and discussion evolves describing different techniques and strategies that may support the ELL student's progress. The teacher then implements some of these suggestions and reports the outcomes of the implementation to the team after a one or two week intervention plan.

After analyzing the data regarding our ELLs, classroom teachers of ELLs realized these students need more visual and tactile experiences as well as focusing on background information and vocabulary to support their comprehension skills. This data helps our school to plan instruction for our ELLs using the RTI model as a basic framework. As a Tier 1 RTI plan, teachers of ELLs need to be aware of students' first and second languages and how to teach according to students' proficiency levels. Also, teachers need to consider students' cultural experiences when planning instruction and tap into the child's diversity. As a Tier 2 RTI plan, if the ELL student is still struggling and experiencing difficulty acquiring specific skills known to be critical for later reading development, necessitating additional support on top of what they already receive in the classroom, the teachers develop a supplemental instructional plan with individualized, or small group support. As our TCRWP data suggests in the early grades a majority of our ELLs succeed, although at a slower rate than their peers. It is usually evident in grades 2 through 4 that comprehension skills become a larger factor in the child's progress.

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

2. The NYSESLAT (2012/2013) data and LAB –R show the following results:

Kindergarten –	Beginners (3)	Intermediate (14)	Advanced (5)		
First grade	Beginners (0)	Intermediate (13)	Advanced (5)		
Second grade	Beginners (0)	Intermediate (2)	Advanced (15)	Proficient (1)	
Third grade	Beginners (0)	Intermediate (6)	Advanced (3)	Proficient (1)	
Fourth grade	Beginners (1)	Intermediate (3)	Advanced (2)	Proficient (4)	
Fifth grade	Beginners (1)	Intermediate (1)	Advanced (14)	Proficient (3)	

This data is evidence that our English language learners are making progress in English proficiency. In prior years majority of our ELLs reached proficiency in 5th grade. Newcomers account for the beginners in 4th and 5th grades. The large number of intermediate in 5th grade is comprised of 11 students with disabilities. The pattern reveals that even our kindergarten students are making progress as well as our first and second graders.

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 [AMAQ tool](#))

3. Data not available at this time due to RNMR as of September 16, 2013

4. For each program, answer the following:

- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

4. Since information pertaining to the NYSESLAT modalities is not available at this time (RNMR), PS 19 is basing instructional decisions on prior year trends. Based on prior NYSESLAT results, students made progress in the reading and writing modalities, but needed more support in the listening and speaking areas which was a turnaround from prior years. Instruction will continue to focus on the reading and writing, but listening and speaking will also be addressed and targeted for ELLs throughout all the grades. Presently, our ELLs that are taking NYS assessments are still falling behind their English speaking peers. This is evident in the results of our recent 2013 NYS ELA and Math tests. However, it should be noted these tests are currently being aligned to the Common Core State Standards and are given over an extended time and more days. The results of these tests indicated majority of our students were not as successful as in previous years. We did not have a dual language testing grade as of 2012/2013, but we do have a dual language 3rd grade for 2013/2014 and we will analyze the results of these students and the students that receive ESL support. Also, this school year, our dual language students will be taking the ELE state test for the first time. We have not administered the ELL Periodic Assessments in the past due to the fact that we are administering Benchmark assessments twice a year and Baseline assessments throughout the year. Our teachers of ELLs and administrators analyze these assessments and make decisions for our ELLs based on their needs.

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](#).)
5. PS 19 uses a multitude of formative and summative data to guide instruction for ELLs within the RTI framework. Some of the data that is used to assess the student includes: TCRWP running records; NYC Performance Assessment Tests; ReadyGen performance tasks (pre – middle-post); unit tests in Science and Social Studies; Baseline and benchmark assessments; NYSESLAT and LAB-R; NYS ELA and Math tests; 4th grade NYS Science tests; students IEP's; attendance; lateness; and teacher's observations. Our first implementation of support consists of Tier I instruction in the classroom with the teacher who adjusts lessons implemented during the day and delivers supplemental lessons in small strategy grouping to the ELLs based on the specific skills needed. The teacher develops different key domains of literacy to support competencies in reading, writing, listening and speaking. Additionally, the teacher presents instruction that makes direct connections to the ELLs' values and culture. Our ELLs who still struggle after receiving Tier 1 interventions targeting specific skills and competencies may still need more support. As we proceed to Tier 2 intervention, our ESL team reviews the evidence based data and the instruction delivered in the classroom. During the meeting a systematic process for examining the ELL student includes their cultural background, language proficiency in their native language and second language and the results of any of the aforementioned data is reviewed and a plan is created for the ELL student based on the diverse needs of the student. When an ELL student is going to be evaluated for special education services (Tier 3), the decision is made during a thorough analysis of the student's abilities after the above mentioned interventions have been implemented. We are mindful and try to distinguish between a learning disability and language acquisition. We have bilingual psychologists and ESL teachers on our team to assist in this distinction.
6. How do you make sure that a child's second language development is considered in instructional decisions?
6. PS 19 has a diverse population, more than 70% of students are of Hispanic heritage and we are presently seeing a population of Middle Eastern students increase. Our parent coordinator is bilingual (Spanish) and one of our ESL teachers speaks Spanish, Italian and French, while our second ESL teacher speaks Spanish. Many of our teachers and staff are bilingual (Spanish & Arabic speaking). All communication that is sent home to parents is sent home in the native language as determined by the Home Language Survey. All telephone communications are delivered in Spanish and English. Each classroom has a multicultural library and books in the students' native language are available as are "Word to Word" dictionaries. As an ELL student, the classroom teacher takes into consideration the cultural background of the child and incorporates the students' ethnicity into planning and lessons when appropriate. Our Title III Saturday program for ELLs, consists of reading literature in English and Spanish and when available a parent speaking another language is invited to share a story and tradition from their country. PS 19 has a website: www.PS19R.org which lists all activities and homework assignments for students and parents. This website can be translated in many languages.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- PS 19 currently has four dual language classes: Kindergarten, first, second and third grades. Each year the next consecutive grade is formed anticipating in 2014/2015 adding a fourth grade and in 2015/2016 adding a fifth grade.
- Our English proficient students are assessed in the second language as follows:
 - Kindergarten – 2nd grade – teachers use EL Sol
 - Kindergarten – 2nd grade (and for some 3rd graders) – Estrellita
 - Kindergarten – 3rd grade – running records (reading levels) for Spanish texts.
 - The level of language proficiency in the target language (Spanish) is lower for English proficient students than the students who speak Spanish. However, some of the English proficient students do have parents that speak Spanish and receive support from them. Workshops are presented to English speaking parents advising how to help their child in the target language. It should also be noted students will not be proficient in the second language for minimally five years.
 - Currently our English proficient students in dual language have not taken any NYS tests. This school year will be the first opportunity for our dual language (3rd graders) to be assessed and we will be looking closely at the results. PS 19 currently has four dual language classes: Kindergarten, first, second and third grades. Each year the next consecutive grade is formed anticipating in 2014/2015 adding a fourth grade and in 2015/2016 adding a fifth grade.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
- It is our mission that all students have opportunities to reach their personal best, become responsible, productive citizens and embrace lifelong learning in a risk free environment. It is known in our community that we provide a rigorous academic instructional curriculum to all our students and we adhere to and extend all opportunities to our ELLs and their parents. Over the last two years, we have seen improvement with our ELLs testing results in NYSESLAT and we attribute this to constantly rethinking and restructuring our plans for student achievement. For example, our Title III Saturday program, Aprendiendo Lado a Lado, in which parents learn side by side with their child in literacy in English and the native language (Spanish); technology and the arts has flourished over the last four years. We have been able to meet our AYP compliance for our ELLs over the past few years with success. As of our 2012/2013

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](#).)
The Home Identification Language Surveys are administered by trained pedagogues; our two ESL teachers who speak Spanish, Italian and French. The ESL teachers conduct the informal oral interview in the parents' home language (Spanish, French and Italian). If a parent speaks another language such as Urdu, Haitian Creole, or others, an interpreter is requested to support the pedagogue during the interview process. Presently we have a Para professional who speaks Arabic on staff who is available for interpretation. The ESL teacher will review the HILS to determine if the student is a potential ELL. On the Home Language Identification Language Survey there are eight questions and if one of the questions numbering from 1 through 4 is marked as "other than English is spoken at home," and two questions are marked as "other than English is spoken" in questions 5 through 8, the child is a potential ELL. Once the ESL teacher collects the HILS from parents and determines that a language other than English is spoken at the child's home, the ESL teacher administers the Language Allocation Battery –Revised test to that student within ten days of enrollment. If the student scores at a Beginner, Intermediate or Advanced level, the student is an ELL. If the student scores at a proficient level, the student is not an ELL. However, it is noted what language the parents speak at home and all school notices are sent home in the native language of the parent as requested. The Spanish LAB-R is administered to Spanish speaking students. Once the LAB-R is administered, program placement is selected by the parents after viewing the Parent Orientation video in the native language. The parent then makes a choice as to the program they want their child in at PS 19. Students that score below proficiency will be eligible for state mandated services and will take the NY State English as a Second Language Assessment Test (NYSESLAT), which is administered to all ELL students (K-5) as an annual assessment in the spring. The NYSESLAT measures English language acquisition in speaking, listening, reading and writing.
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.
 2. Upon registration, our certified bilingual ESL teachers greet the parent and child and conduct an interview to assess the home language of the parent and the cognitive language of the child. Once LAB-R is administered, parents are invited to a mandatory meeting scheduled on the ninth day of school. The parent attends an orientation meeting where a video in various languages is viewed explaining the options NYC schools offer to parents of ELLs. Parents are advised of the choices they can select for their child's educational program. They may choose to have their child placed in one of three programs: Transitional Bilingual; Dual Language, Free standing ESL program. ESL bilingual teachers are present at the meeting to answer any questions and concerns. After viewing the video, each program is further explained in English and Spanish. It is explained we presently offer two programs: dual language from Kindergarten through third and ESL push in for all grades kindergarten through fifth grades. Presently we do not have a Transitional bilingual class, but will form one if there are fifteen or more students in two contiguous grades. This Parent Orientation is delivered on the ninth day of school and it is delivered for a second time the following week for new registrants and parents who did not attend the first meeting. Invitation letters are sent out to all meetings twice and a follow up telephone communication notice is sent to all parents regarding the meeting. If after two meetings, a parent still does not respond, our bilingual parent coordinator calls the parent up for a one to one meeting on a specific date and time. This meeting is conducted with one ESL teacher, the parent and the parent coordinator at which time the video is once again shown. The three options are explained and the parent makes the program choice. Throughout the school year, if new registrants are admitted and based on the HILS, the ESL teacher interviews the parent and the child and determines if the child will be administered the LAB-R. If the child is an ELL, the parent will be invited to view the video within five days and make program determination for their child.
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.]

3. During the first two weeks of school, the bilingual ESL teachers distribute entitlement and continuation letters and collect any Parent Survey and Program Selection forms that weren't returned during the parent orientation meetings. Copies of the entitlement and continuation letters are kept in the student's cumulative record in the office and a copy is kept in a student file in the ESL room. The ESL teachers use the LAB-R hand scored sheet and RLER (List of Eligibility Report) from ATS to verify the ELLs. The ESL teachers go to each classroom and distribute entitlement letters to students addressed to the parent and a copy is kept in the student's file in the ESL room. The ESL teachers collect the Parent Survey and Program Selection forms and file them in the secured file cabinet in the ESL office. The ESL teachers send home a letter to invite parents to come to the Parent Orientation and a telephone message to all parents of ELLs is sent out in Spanish and English. The ESL teachers take attendance and check off the names of parents who attended and distribute a second mandatory invitation with 20 days. The LAB-R eligibility report from ATS is used to check off which students did or did not receive the selection forms during the orientation. If a form is not returned, the default is Transitional Bilingual Education. Every effort is made to contact the parent before October 1st each year. Our bilingual parent coordinator arranges a specific date and time for any parent that has not attended any of the offered meetings.
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.
 4. When a student is enrolled and they are identified as an ELL after being administered the LAB-R, and the parent watches the orientation video in their native language and chooses the program for their child the following steps are taken: the assistant principal and ESL teachers who are bilingual place the student in either the dual program (K-3rd), or in a monolingual classroom with ESL push-in support services. Presently we do not offer TBE, but once again PS 19 is committed to providing a Transitional Bilingual program if 15 or more parents request this option, or if parents have not completed the program selection form, and then TBE would be the default option. During this orientation session, questions and concerns are addressed by the ESL teachers.
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.
 5. The NYSESLAT measures English language acquisition in speaking, listening, reading and writing. To ensure that all mandated ELLs are administered the NYSESLAT annually, the two certified bilingual ESL teachers and the assistant principal review class lists of all mandated ELLs, refer to RLER, BESIS, RLAB and new admissions list regularly to determine who is eligible for the NYSESLAT. Our classroom teachers of ELLs receive professional development from the two certified bilingual ESL teachers on the components of the NYSESLAT, including how to administer them and support their students in all four modalities. The professional development is delivered throughout the year to our classroom teachers of ELLs on a monthly basis. Our Two ESL teachers administer the speaking modality to all students with another teacher scoring the responses. The two ESL teachers administer all components of the NYSESLAT to the kindergarten students. The classroom teachers of ELLs administer the listening, reading and writing components of the NYSESLAT to their students. These tests are scheduled on a specific date and time within the administration window. If any ELL student is absent for any modality, the ESL teachers proctor the students on a designated "make-up" date. Throughout the year, the ESL teachers provide small group instruction to the ELLs as well as the classroom teachers for all the components. Students are grouped according to the proficiency in each modality in the classroom and lessons are implemented to address the needs of these students based on all four modalities and all instruction is aligned to the Common Core State Standards which includes speaking, listening, reading and writing skills.
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. 
 6. The program models offered at our school are aligned with parent's request. Children are placed in either a dual language program or a monolingual program with ESL push in support depending on parental choice. If the parent checks off and requests a dual language program from K-3, the child is placed in the dual language program and the same is done for parents who request only ESL support. If the parent prefers a transitional bilingual program, or a program that has another language (Arabic, Urdu, Russian, or Chinese bilingual component), they are advised that the program may exist in another school. If 15 or more parents request the Transitional Bilingual Education program and they are two consecutive grades, we inform them we will create a bridge TBE class, as we have many ELLs in consecutive grades. In 2010, we opened our first dual language program giving parents another option for their child. However, many of the parents of ELLs still wanted their child to receive monolingual English classes with ESL support. It has been the trend that parents of ELLs are still fearful that their children will not be proficient in English in a bilingual class, especially due to state testing. Presently, in 2013, we have kindergarten 8 ELLs registered in our dual language program as compared to 11 ELLs registered with ESL support. Parents are still reluctant to choose bilingual programs believing they can teach their children their native language at home. In 1st grade dual language, we have 9 ELLs, compared to 10 with ESL support. In 2nd grade we have 7 ELLs, compared to 15 ELLs with ESL support. Our new 3rd grade dual language class has 10 ELLs compared to 5 with ESL support. Overall, it has been the trend that parents of ELLs do not want bilingual (TBE) education. Many are just now beginning to entertain this idea as they see the students in the dual language classes progressing. Hopefully, the

advantages of bilingual education will spread.

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])?

PS 19 has two organizational models for English language learners: dual language (K-3) which uses a roller coaster model, 50/50 and the Push-in, co-teaching model in grades kindergarten through fifth grade for ESL support. We presently do not have a TBE program, due to parents' resistance to the program. We have two full time ESL teachers, one is assigned to early childhood (K-2nd grades) and the other is upper elementary (3rd-5th grades). Both teachers push into the designated grades of ELLs for the appropriate mandated minutes weekly (360 Beginner & Intermediate and 180 for Advanced & Proficient). All of our ELLs are in one class on each grade, except for special ed ELLs who are either in ICT or self contained classes. The classes of ELLs with ESL support consists of 40% or less English language learners (heterogeneous) in the classroom with heterogeneous English speaking students ranging from 60% or more. We have two special ed self -contained bridge classes: kindergarten/first grade and second/third grade. These classes have bilingual paras (IEP's) and also receive the mandated 360 minutes from the ESL teacher within both a push-in and pull-out model. The Dual language Program delivers instruction 50% of the time in English and 50% in Spanish. Kindergarten rotates instruction daily from AM to PM and alternates the two languages. First through third grades rotates instruction each day, one day in English, the next day in Spanish.
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)?
 2. Our dual language teachers have created a monthly calendar reflective of the language to be taught each day, or half-day depending on grade. The dual language teachers incorporate English instruction for the mandated ELLs during Spanish reading/writing periods to meet the mandated minutes for the ELLs. In a dual language class, every other day, instruction is in

English and the teacher implements ESL strategies for the ELLs for a specific number of periods (based on mandated requirements 360/180 minutes). The dual language teacher services all of the ELLs in the class in the content areas. The teachers differentiate instruction and have small ESL groups on each level according to the NYSESLAT and LAB-R proficiencies. ELA instruction is also incorporated into the daily schedule through reading, writing, word work and math time blocks. The time block for literacy consists of 135 minutes daily. Mandated instructional minutes are met through providing explicit English as a second language instructional support through the content areas of social studies, science, reading, writing and math. In the dual language programs (K-3), native language arts is delivered in Spanish in the literacy block (135 minutes) on the Spanish day. Also, math is delivered in the native language (Spanish) for 75 minutes, on the Spanish day. Social Studies is delivered for one period (50 minutes) three times a week, alternating in English and the native language on the assigned day. Science is delivered for one period (50 minutes) twice a week, one day in English and the other day in the native language. Additionally, there is one English science period (50 minutes) once a week by a content teacher.

In the monolingual classes, the mandated instructional minutes are supported by the ESL push-in teacher. Each ESL teacher incorporates in their schedule the required mandates to service the ELLs based on their proficiency. We also include ELLs who have reached proficiency for two years. The school schedule consists of seven 50 minute periods a day. The ESL teachers service the amount of minutes for each language proficiency group as required. For example, a beginner/intermediate student is serviced by an ESL teacher for two consecutive periods three days (300 minutes) and one and a half periods (75 minutes) on the fourth day, totaling 375 minutes for a beginner/intermediate. An advanced group of students would be serviced by the ESL teacher for two 50 minutes periods twice a week, totaling 200 minutes, exceeding the mandated requirements. Native language arts is supported in the monolingual classes of ELLs through the ESL push in teacher. Classroom libraries, word to word glossaries and writing in the native language is complimented by the ESL teacher.

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 content areas are taught by the classroom teachers of ELLs with ESL support teachers pushing in for the mandated minutes, during the literacy block and also during math, science and social studies. All students receive an extra period of science and social studies once during the week from a cluster teacher. These teachers also receive support from the ESL push-in teacher, depending on the proficiency level. These content teachers receive professional development from our ESL teachers and coordinator as well as attending workshops offered for ELLs in the content areas when available. The content teachers meet with the ESL teachers to discuss the proficiency of all ELLs they teach, and create small group work when applicable. The content area teachers give a glossary of word to word terms to students and also post words in both English and Spanish, and for low incidence languages a glossary in Science, Social Studies and Math is distributed for student and parent reference. ELLs, whose native language is Spanish, also receive a Science, Math and Social Studies text in Spanish to use alongside the English text. This also provides support for parents. Content teachers and classroom teachers all attend workshops pertaining to teaching the English language learner and one of the important strategies is to use visuals and pictorials for deeper comprehension. There is also a component in our Science, Math and Social Studies program, aligned to the Common Core Learning Standards that specifies differentiation for ELLs. Every teacher of ELLs uses this resource to modify lessons accordingly.

The dual language classroom teachers teach the content areas in the classroom in both Spanish and English (50/50). In Kindergarten and first grade, themes aligned to the Common Core Standards are taught during the Spanish day in Spanish and during the English day in English. All dual language students have texts books in math, social studies and science in Spanish and English. Dual language second and third graders alternate a unit/lesson, also aligned to the Common Core Learning Standards. For example, one unit or lesson (depending on length) is taught entirely in English, and the following unit or lesson is taught entirely in Spanish. The reason for this is to build comprehension and deepen knowledge of the content. However, when a science or social studies unit is taught in Spanish, the topic of that particular unit is enhanced through Read Aloud texts in English on the English day and when a unit is taught in English, the Read Aloud texts are read in Spanish focusing on the same topic, on the Spanish day. Grade meetings and professional development are scheduled with teachers, including content teachers, to plan, assess and evaluate units and lessons for all students, including specific strategies for ELLs. Lessons are enhanced by the use of manipulatives; drawings, writing, speaking and technology. English language learners benefit from the variety of methods and approaches teachers use to accentuate lessons.

The Science curriculum corresponds to the NYC scope and sequences and is embedded in the Common Core State Standards. PS 19 implements Harcourt Science from kindergarten through fifth grade. Teachers and students engage in enduring experiences that lead to deeper understanding of the natural world. All students observe, describe, sort and organize objects, organisms, materials and simple systems. The program incorporates English language learner links to enhance each science lesson for the students. Teachers receive training, and materials from the network science coordinator.

The Social Studies curriculum also corresponds to the NYC scope and sequence and the Common Core State Standards embedded in the ELA, using the Harcourt program. Teachers attend professional development through the school district on the units taught for

each grade. The methods used to deliver the curriculum include, but are not limited to, project based learning, investigative independent model, role playing, teacher and student modeling and technology. Prior knowledge, compare and contrast, research procedures, note-taking, self-monitoring, questioning, class trips, problem solving and procedural skills are some of the learning strategies incorporated for social studies.

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

PS 19 ESL teachers administer the LAB-R within the first 10 days of registration. If a student speaks Spanish, the ESL teacher administers the LAB-R in Spanish in addition to the LAB-R English. Both our ESL teachers also speak Spanish which ensures understanding of the Spanish LAB-R. The assessment is recorded and processed which determines the level of native language proficiency for the student. Every ELL student that took the NYSESLAT – results of each modality are reviewed by ESL teacher and classroom teacher who implement instruction for the modality as needed. Our dual language ELLs are evaluated in their native language as follows: K, 1st and 2nd and 3rd grades use Estrellita throughout the entire year to assess native language (Spanish). EL Sol is also used for our dual language students in kindergarten through 3rd grade (if applicable). All students (ELLs in dual language) are administered running records in the native language minimally four times a year to determine their reading level and comprehension in Spanish. Additionally, this year our dual language teachers will create a performance task in Spanish, which includes a nonfiction text questions pertaining to the text and writing. This year, 2014, will be the first time our dual language 3rd grades will be assessed in all NY state exams and will take the ELE Spanish reading tests. We will analyze the results of this test. ELLs that are not in dual language and are in a monolingual class with ESL support receive support in their native language through the ESL provider. The ESL teacher provides texts in their native language and if the child only speaks Spanish, the child if able writes in their native language. Our Saturday, Title III program for ELLs, reads text in Spanish and English with a follow up activity. This program is under the supervision of the ESL coordinator (assistant principal) and one ESL teacher and a bilingual teacher who are able to assess student's comprehension of reading and writing skills throughout the program (October through April).

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

5. Based on NYSESLAT data and students' scores in all four modalities, classroom teachers are given the results and along with the ESL providers concentrate on these modalities: speaking, listening, reading and writing in classroom instruction and small group work. Speaking skills are specifically addressed throughout the day through questioning and discussion topics from daily lessons. Small group work designed for ELLS' speaking is addressed through Readers' Theatre presentations. Listening skills are addressed throughout the day by the classroom teacher and the ESL provider, particularly in the Read Aloud text of the literacy component with follow up activities and assessments. Reading skills are implemented during the literacy workshop and throughout other content areas as students follow the Common Core (ReadyGen) aligned curriculum and teachers include independent reading time based on students' levels assessed from running records. The classroom teacher and ESL teacher also incorporates Guided Reading lessons minimally three times each week. The teacher also delivers Shared Reading and Close Reading to ELLs as needed. The writing modality is addressed aligned to the Common Core curriculum (ReadyGen) within the classroom setting and in small group work. The ESL teachers also instruct ELLs in writing during small group work, based on specific writing genres, using Shared Writing, Interactive Writing and Independent Writing. Additionally, the ESL teachers use the following : Discussions4Learning , an oral vocabulary and language program, based on fine art and real-world photos, using visuals generates discussion topics; Award Reading, a technology based listening and reading program for fiction and nonfiction texts; Razz Kids and Reading A to Z, both technology based leveled listening and reading programs; Teacher's College Writing Program, is also implemented to enhance writing skills for ELLs; Writing Fundamentals, which focuses on grammar for our ELLs.

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. Instruction for English language learners is differentiated by incorporating language objectives and functions of language such as describing, explaining, identifying, sequencing, planning comparing and predicting. Students are organized into small groups with the classroom teacher and the ESL teacher facilitating student learning. Students are encouraged to use cognates from their native language to make connections.

a) Presently our school does not have any SIFE students; however we have established a plan in the event that a SIFE student registers at our school. The plan is as follows: PS 19 will incorporate intervention and emotional support from our guidance counselor, social worker, psychologist and parent coordinator to meet the needs of the student and family. SIFE students will receive the mandated number of minutes per week of ESL instruction based on their proficiency level and in accordance with the NYS CR Part 154. We will provide the students with supplementary reading intervention program based on their reading needs during the day, which will be in addition to their ESL services. They will be invited to attend extended day program, which is support for an additional 50 minutes two days per week. Programs that will be utilized are Award Reading, Razz Kids, Reading A to Z. SIFE students will be given a peer-partner student to

familiarize them with the school building, rules and regulations. Parents of SIFE students will meet with the bilingual parent coordinator to inform them of the opportunities available to them at school and in our community. Our ESL teacher will meet with the parent and child for an initial interview and provide a parent orientation session for parent option. The ESL teacher will also check in with the SIFE student(s) daily in the morning to assure that they feel comfortable and ease the adjustment. These students would also be invited to our Title III, Saturday program.

b.) The ELLs in our school that are here less than three years (newcomers) receive the mandated number of minutes per week of ESL instruction based on their proficiency level and in accordance with the NYS CR 154. Emotional support is provided by our guidance counselor and our bilingual parent coordinator and our ESL teachers to help them embrace the school culture and American traditions. They will receive constant exposure to vocabulary and literacy instruction using a variety of manipulatives and visual representation. The teachers of these students have a "New Comer Kit" in their classroom with pictorial representations and words in English/Spanish/Arabic to represent any educational functions they may encounter within the school setting.

c.) Our 4-6 year ELLs receive the mandated number of minutes per week of ESL instruction based on their proficiency level in accordance with the NYS CR Part 154. Within the mandated instructional time, these students receive small group instruction in reading/writing/word work, which has been identified as an area that needs improvement. Reading support is implemented by small group planning focusing on the student's individual reading needs. ESL teachers implement small group lessons using Easy English News, by Elizabeth Claire (3rd-5th grades) and Guided Reading (K-3rd grades). Writing goals are created for this subgroup with emphasis on grammar, using Writing Fundamentals for Grammar, pre writing, creating paragraphs, topic sentences, sentence structure and revising and editing. These students are also invited to the Title III, Saturday Program, focusing on speaking, listening, reading and writing activities.

d.) Long term ELLs will receive the mandated number of minutes per week of ESL instruction based on their proficiency level and in accordance with NYS CR Part 154. We will provide these students with a supplementary intervention program (Tier II) to support their reading and writing needs based on their levels. Supplementary intervention programs that will be utilized are: Award Reading, Foundations; Wilson; Easy English News: Empire State NYSESLAT. Once again, they are invited to our Title III, Saturday Program.

e.) Our former ELLs who have reached proficiency in NYSESLAT are still entitled to receive support for two years. These former ELLs are grouped with our Advanced ELLs for the first year after testing and benefit from the ESL support with the push-in ESL teacher. After the second year of reaching proficiency, the ESL teacher meets with administration and decides which class the student should be in for the upcoming school year and if they still would benefit from ESL push in services with advanced students. Additionally, they receive accommodations on all NY state tests for two years. Once again, these students are included and invited in our Title III, Saturday program for ELLs.

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?

PS 19 offers the following instructional materials to support ELLs for academic content and English language development: Words Their Way (this program introduces sight words, vocabulary, word patterns; suffixes and prefixes; Grade level literature and classroom leveled libraries (the ESL classroom has a large collection of literature, organized according to reading levels, themes, genres and subject matter). ELL students are encouraged to read and borrow books, according to their interest level or particular subject being studied in the classroom. Bilingual glossaries in various languages are available in all content areas, in the classroom as well as the ESL classroom. They are also used to prepare for specific citywide and state tests, such as the NY State Math and Science tests, as well as supporting students in their classroom instruction. Razz-Kids; Reading A to Z; are all technology components based on reading levels, texts are read to students, or students can read the text and answer subsequent questions pertaining to the text read. Award Reading is also an electronic reading program which reads aloud to students as they follow along which encourages and teaches reading in a non-stressful and risk free atmosphere. Harcourt Science and Social Studies texts can also be read on the computer with an ESL component in every lesson. ESL teachers also incorporate Discussions4Learning, a visual arts program to enhance speaking skills and Writing Fundamentals in Grammar to develop writing skills for ELLs.

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?

PS 19 implements a push-in program for all our ELLs. We have two ESL teachers, one for kindergarten through second and the other supports third through fifth grades. The ESL teachers have a common prep once a week with each grade to meet and plan lessons with the classroom teacher, including our special ed teachers in both ICT classes and self contained in order to develop instructional plans aligned to the curriculum for our ELLs with disabilities. The ESL teacher provides ESL strategies for small group instruction aligned to the lessons. Pushing into the classroom as opposed to pulling out students provides instruction in the least restrictive environment and avoids stigmatizing students that are not English proficient. All ESL teachers are included in curricular planning and instructional meetings and professional development that are provided for all instructional staff. All content curriculums: ReadyGen; GoMath; Science and Social Studies have components adaptable for English language learners and struggling students. The classroom teacher and ESL teacher review these modifications and implement them during the instruction. Our ESL teachers have access to IEP's of the students they serve. During the common prep, the ESL teachers collaborate with the teacher focusing on the IEP goals and modifying lessons to accommodate the student. Our School Based Support Team consists of a bilingual psychologist, and a bilingual IEP special education teacher and when a student is referred for an evaluation, the team meets with the parent to discuss the least restrictive environment for the child while aligning the best

placement for the child, which could be SETSS, ICT or self-contained. If the child's recommendation is to receive SETSS, this is a pull-out model for a specific time and group as indicated in the IEP; if the ELL student with disability is placed in the ICT class, the ratio is 60% general ed/40% special ed students. The ELL student with disability placed in an ICT class would be integrated for the entire school day with non disabled peers and the ESL teacher would provide support for the required mandated minutes. If the ELL child is in a self-contained special ed classroom as determined by the SAT team that the student needs this placement, the ESL teacher also pushes in to that classroom for the mandated minutes. The ELLs-SWDs in self contained classrooms are integrated during lunch/recess/assemblies/schoolwide functions including all afterschool activities. ELLs-SWD are also invited and attend the Saturday Title III program with non disabled ELLs.

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

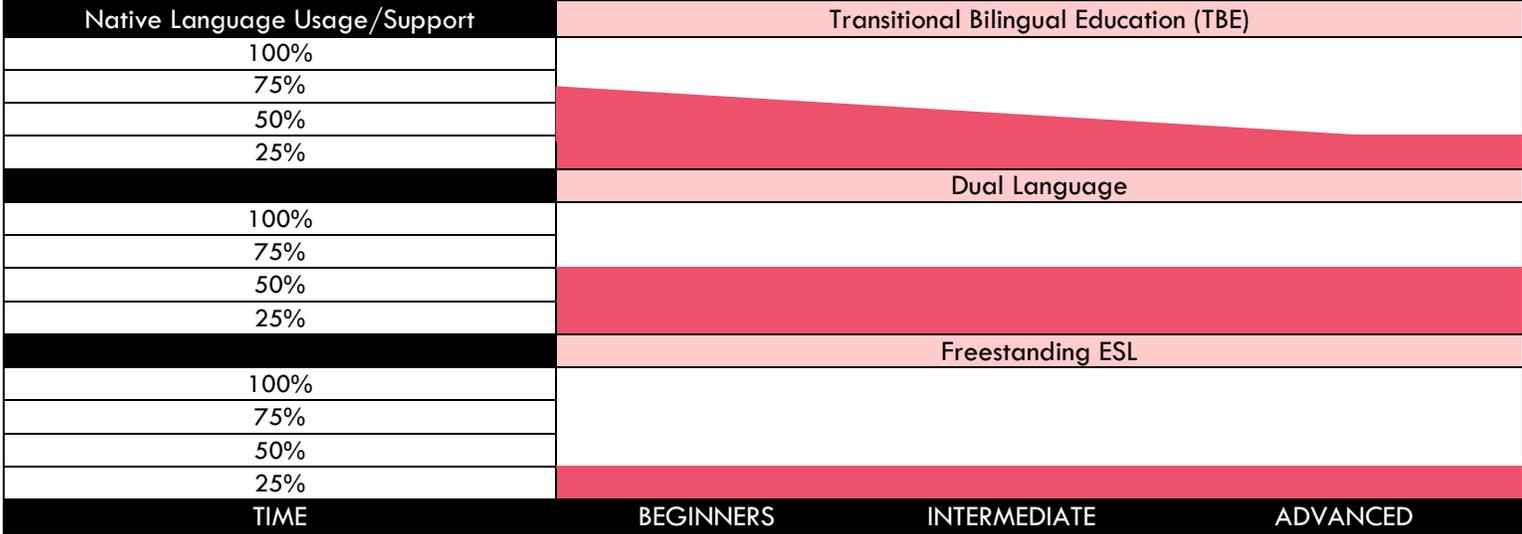
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

	Beginning	Intermediate	Advanced
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.
- PS 19 provides intervention for ELLs in ELA, Math and other content areas during the day (push-in & pull-out) as an extended day (50 minutes) twice a week. Classroom implemented RTI Tier I strategies are implemented in the classroom setting by the classroom teacher and the ESL support teacher in small differentiated groups as per needed by specific skill. English language learners receive explicit combined language and literacy instruction, concentrating on the direct teaching of skills and strategies in a way that makes visible the processes of effective readers & mathematicians. The focus of these Tier I interventions are based on decoding, or comprehension skills for ELA, aligned to the Common Core Learning Standards for the grade and also for Math, aligned to the CCLS. In Tier I RTI the focus of the interventions represents the core instructional program presented in the classroom. Based on data (teacher's observation, formative tests, running records), the ELLs are grouped according to their specific needs based on three critical areas to assess reading: students' backgrounds and characteristics; text processing; and text comprehension. The classroom teacher collaborates with the ESL teacher and plans instruction from a skill and strategy prospective after analyzing data from the above three critical areas. Intervention instruction is then planned and implemented in the classroom setting by both the classroom teacher and the ESL provider. In order to ascertain interventions for math, the teacher together with the ESL teacher analyze the assessments from each unit in GoMath and the performance tasks and based upon this data, devise an instructional plan to support the specific mathematical skills that our ELLs struggle with. Other data that teachers analyze are: NYS tests in ELA, Math and Science (4th and 5th graders; NYSESLAT /LAB-R scores (K-5th); running records (K-5th); performance tests (K-5th). Based on unit tests in Science and Social Studies, the classroom teacher determines what skills need further support and with the ESL teacher, provides this first step in intervention within the classroom setting.
- As a follow up to Tier I interventions, if our ELLs are still struggling after a specified time frame and the above steps have been carried out, a Tier II intervention plan is devised with the teachers and administration. The Tier II plan focuses on more targeted services in smaller group settings and is provided in addition to the instruction in the classroom. Progress is monitored more closely, at least bi-weekly, and the research-based interventions may last from six to twelve weeks. This Tier II intervention is a pull-out, small group meeting with a teacher who focuses for the six to twelve weeks on a specific skill. This "smaller" group-individualized instruction promotes accelerated growth with the following practices: engaging in meaningful text for a major portion of the session; the reading material used for instruction is culturally relevant; the reading material is assessable; group sizes are small; and assessment is used to plan, differentiate and revise the instruction. Similar steps are taken for math, science and social studies based on the CCLS as per grade.
- For students who do not adequately respond to the targeted services and interventions in Tier II, intensive interventions would be provided, in small groups or individually to address ELLs' deficits. Additional testing may also be warranted. Only after Tier III interventions prove ineffective or inadequate would eligibility for specialized services under IDEA be considered. Native language of the ELL student is also taken into consideration. Many times, ELLs are perceived as having a disability when the student is still struggling with language acquisition. This consideration is brought to the School Based Support Team, who are bilingual (Spanish) and the team assesses the student in the native language, if Spanish. If an ELL student with a low incident language is under consideration for intervention, a request is made for an interpreter at the time of student testing so the proper outcomes are reached for the student. If it is determined that the student is struggling due to language, the student will not be placed in any special ed program, but will receive Tier I and Tier II intervention, specifically planned for that student.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Presently our current plan for accelerating progress for our ELLs is delivered by the classroom teacher for content (reading, math, content areas) in small group work as a Tier I intervention and for some ELLs' also with a pull-out teacher as a Tier II intervention plan. These teachers concentrate mainly on the content and skills of the discipline. Teachers will be reviewing data based on these plans twice a month during a grade planning meeting to ascertain success, modification, or eliminating the plan. The ESL push in teacher will concentrate on two areas: support in ELA, Math, Social Studies and Science, but predominantly will scaffold lessons to adhere to language development based on NYSESLAT data. Academics and language needs are also supported through a variety of lessons and activities which the classroom teachers implement throughout the day in small group work and extended day. The Award Reading program is used for ELLs in the classroom (English and Spanish) with regular assessments for reporting progress. On Saturdays, the Title III program focuses on literacy in English and the native language (Spanish) in Read Aloud and responses to literature in writing, mathematical problem solving and Readers' Theatre for speaking. The interventions provided to ELLs supports developing language acquisition. The effectiveness of our program affords ELLs more opportunities to succeed academically and linguistically as is evidenced by our improvement in NYSESLAT scores and literacy.
11. What new programs or improvements will be considered for the upcoming school year?
- The Leader in Me will be a new program introduced during the school year 2013/2014, schoolwide. This program emphasizes

developing effective social emotional learning. By integrating leadership development into the daily curriculum and activities, PS 19 hopes to create a culture where every student is encouraged to set and achieve meaningful goals, be a positive influence on others and develop his or her individual gifts. We will also be expanding our dual language programs each year 2013/2014 (3rd grade) and 2014/2015 (4th grade) and 2015/2016 (5th grade). Additionally, we have a literacy pull-out teacher for RTI Tier II plan who will meet with some of our ELLs who are “at risk” academically. Also, our Title III, Saturday Academy will focus on the four modalities of the NYSESLAT through the arts, literacy and technology.

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

Presently, we will not cut any programs or services to ELLs. Our Title III funding, which has been reduced, our Title III Saturday program for ELLs will meet fewer sessions than in previous years.

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

English language learners are offered equal access to all school programs by invitation, recommendations and purposeful request. After school and supplemental programs which take place during the school year, such as Common Core Curriculum Academy, an afterschool program (Grades 2 -5) meets on Mondays and Tuesdays; LEAP program (Grades 1-2) ; and our Saturday Program, which is for ELLs, Aprendiendo Lado a Lado (k-5). PS 19 also offers two after school community based programs, “Virtual Y” and “PAL”, (k-5th grades) which all ELLs are invited to. These programs offer homework assistance and various content area activities, which includes trips, social studies, science and performance arts. PS 19 provides opportunities for all students, including ELLs in order to achieve their personal best, become responsible productive citizens and embrace lifelong learning in a safe and nurturing environment.

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 following instructional materials are used to support ELLs:

- Technology based programs, such as Award Reading; RAZZ Kids; Reading A to Z and Discussions 4 Learning
- Our social studies/technology teacher implements computer based programs aligned to grade specific social studies themes and research
- Other instructional programs that support are ELLs and used in the classroom consist of Readers’ Theatre; Time for Kids; Easy English for ELLs
- Special Ed ELLs also are supported by Foundations; Wilson; Words Their Way for ELLs; and Mondo for RTI

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

Native language support is delivered in the Dual Language program in a 50/50 roller coaster model. Students receive instruction in both English and Spanish in all content areas. In the roller coaster model, students have the opportunity to receive native language support and are immersed in either a day of English and Spanish in all content areas (Grades 1-3) and half-day immersion for kindergarten. Leveled books in Spanish, math, science and social studies texts are available in Spanish for the dual language students. Students in monolingual classes, who speak Spanish also, have the availability of these texts (Grades K-5), if needed, or for parental use. Students who speak other languages such as Arabic and Urdu, have literature in the classroom to provide native language experiences and celebrate school wide diversity. Additionally, in the Title III, Saturday program for ELLs, a Read Aloud is always used for instruction and read in both English and Spanish, and if possible another language (depending on availability of an interpreter, or parent). ELLs in both dual programs and monolingual programs with ESL support are encouraged to look for cognates when looking at English text.

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

Required service support and resources are both grade and age appropriate for our ELLs aligned to the Common Core State Standards. All students are assessed on a daily basis and are presented with the necessary materials, instruction and environment to receive high quality education. Both formal and informal assessments take place through the year in order for the classroom teachers, ESL, SETTS, Guidance Counselors and speech teachers to support all English language learners. These resource teachers attend professional development offered in our school and outside and meet with the teachers of ELLs to obtain a full picture of the the whole child.

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.

Students who are newly enrolled at PS 19 are invited to tour the school with our bilingual parent coordinator. Parents are informed

about the school curriculum, and school activities, along with the school's vision and mission statement. One of the two assistant principals speaks with parents and their child (ren) about expectations and alleviates any anxiety they may feel. Students and parents are encouraged to ask questions regarding school programs, uniforms, arrival and dismissal times; activities, breakfast and lunch programs. PS 19 invites newly enrolled parents of kindergarten students for the following September entrance to a "Get To Know Our School" session in June, before students begin class in September. These parents are informed about school expectations and procedures and information is dispersed about what their child will learn and how they can properly prepare their child for school. Again during the first two weeks of school in September, a "Curriculum Tea" for each grade is hosted at a particular date and time and each teacher relates the curriculum and important grade instruction and activities that will take place. Additionally, the principal holds a parent meeting during the first two weeks of September to inform parents about new initiatives and expectations for the new school year. Throughout the year, as new students are enrolled, the parent coordinator tours the building with the parent and meets with an administrator to welcome the family to the school community.

18. What language electives are offered to ELLs?

. Some of the language electives offered to English language learners include: The Dual Language Program (roller coaster model for grades K-3) as of 2013. This program will expand a grade each year. The Title III Saturday program, offers literacy in both Spanish and English to all our ELLs, including our former ELLs. Although majority of our ELLs speak Spanish, the dual language program offers them the opportunity to read and write and learn math, science and social studies in their native language.

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)?

As of 2013/2014 school year, our dual language program consists of kindergarten, 1st, 2nd and 3rd grades.

a.) In our dual language classes, 50% of the target language (Spanish) is delivered in instruction to our English proficient students. In grades 1st through 3rd, one full day is in Spanish and the next day is English, alternating each day. In kindergarten, ½ the day instruction is delivered in English and ½ the day is delivered in Spanish and this also rotates daily as to which language is delivered AM and PM.

b.) In our dual language programs English proficient and English language learners are integrated 100% of the time in self contained classes. All content areas are taught in both languages alternating days. English language learners are given additional ESL mandated minutes during the Spanish day for literacy in order to meet their required needs.

c.) Language is separated for instruction only during non-content clusters such as: physical education; social studies enrichment with technology; scientific experiments; art and music. These instructional periods (one time per week) are delivered in English since cluster teachers deliver this instruction and only speak English. However, in art and music, Spanish and cultural themes are studied. All other areas, literacy, math, science and social studies are taught by the dual language teacher 50% in English and 50% in Spanish.

d.) PS 19 implements the 50/50 roller coaster model for a self contained dual language class for grades kindergarten through 3rd grade.

e.) Both languages (English and Spanish) are taught at the same time simultaneously in our dual language program for emergent literacy. We do notice that our ELLs are more successful in Spanish literacy and our English proficient students are more successful in English literacy.

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. PS 19 has one classroom on each grade with mandated English language learners (k-5) in addition to a dual language classroom with mandated ELLs (k-3), five ICT classes with mandated special ed ELLs (k,1,3,4,5) and two self contained special ed classes who also have a few mandated ELLs (k-1, 2-3). The population of our school is majority Hispanic, therefore it is vital to all our staff and personnel to be involved in professional development for English language learners. All our teachers, including special ed, clusters, speech, SETTS, and assistant principals participate in professional development for ELA through our network for ReadyGen literacy and also for GoMath. Additionally, the entire staff is receiving professional development in "The Leader In Me" for this year (2013/2014) and next year (2014/2015) by FranklinCovey. Our teachers of ELLs and ESL teachers attend workshops offered in our network and from the Office of English Language Learners throughout the year when available. Our ESL teachers are expected to be knowledgeable of ELLs and provide professional development through the school year monthly at grade meetings. We have an assistant principal that oversees the dual language program and provides support to these teachers with all aspects of instruction including assessment in Spanish, ESL and sending teachers to professional development outside the school when available. The assistant principal also oversees all the programs for ELLs and schedules specific workshops for ESL teachers and teachers of ELLs, focusing on explanation of the LAB-R, NYSESLAT modalities; programs (dual language, TBE and ESL); modifying lessons to accommodate ELLs. All teachers of ELLs (2-5) receive a copy of Easy English, a monthly newspaper, published by Elizabeth Claire, with lesson plans and activities for ELLs pertaining to current events, social studies, health, idioms, vocabulary and literacy, which are implemented in (June), ESL professional development is scheduled and delivered by the ESL teachers delivering pertinent information about the ELLs and ESL methodologies to incorporate in the classroom. Our ELL paraprofessionals also participate in these workshops. Our bilingual parent coordinator has attended a Cookshop workshop and he will be working with parents teaching them how to cook healthy meals. Instruction is differentiated throughout the school for all personnel members. Professional development is ongoing at PS 19, since we have two new curriculums (ReadyGen & GoMath) and teachers are also given three hours a month of training on Danielson's domains. Additionally, our teachers have a common prep every day and our ESL teachers have a common prep with each grade they support once a week. Our ESL teachers are also included in grade planning meetings every Wednesday (32:35- 3:35 PM) with a grade for eight weeks to provide additional modifications for the ELLs when teachers are planning curriculum. Twice a month each grade meets for one period as a Professional Learning Community (PLC) to analyze student work and look for trends and develop lessons to implement for student improvement using specific strategies for our ELLs. Lastly, we presently have a teaching intern from Bilingual Pupil Services who attends professional development throughout the school year and turnkeys this information to our staff at monthly faculty conferences. Daily lessons for ELLs in the classroom. Every Election Day (November) and Chancellor's day

2. The Office of English Language Learners offers many opportunities for our teachers of ELLs and our ESL teachers aligned to the Common Core Learning Standards. We schedule our teachers for this training while hiring substitutes for the classroom. Our ESL teachers are scheduled to attend "Developing Advanced Literacy Skills in Middle-Grade English Language learners (ELLs): Translating Theory to Practice to Meet the Challenges of the Common Core State Standards", held on October 30th and November 14, 2013. These teachers will then turnkey information to the staff at the next faculty meeting and also during a common grade meeting for each grade on the following week. Another workshop some of our teachers will attend is the ELL Elementary Literacy Conference, to be held on November 5, 2013, this event will focus on the implementation of best practices for ELLs that support the Common Core State Standards. The teachers that attend the above mentioned professional development will turnkey the information to each grade during grade meetings. Our ESL team also reads and discusses the research brief: Literacy and ELLs downloaded from the DOE website and devises a plan to implement the ideas to the staff throughout the year. Additionally, we have 4 teachers, designated to attend ELA (2 teachers) and Math (2 teachers) workshops based on the implementation of the Common Core Standards, who in turn relay this information to their grade partners at their next common grade meeting and to all staff at the next upcoming faculty conference. Our content teachers (science and social studies) also attend network workshops offered aligning the Common Core to their content specialty. These teachers relay this information to all staff and the faculty conference meeting. PS 19 also has an Instruction Team, which consists of one teacher from each grade (Pre K-5th) who meets twice a month and focuses on the Common Core practices and the instructional shifts. This team turnkeys the information to their grade partners and implements recommendations and reports the outcomes at the next Instruction Team meeting.

3. PS 19 provides informational sessions to assist ELLs as they transition from elementary to middle school by hosting middle school sessions for our fifth graders. The fifth grade teachers are available to meet with parents of ELLs and answer any questions they may have about their child's academic progress. The ESL teachers and the fifth grade teachers, along with the bilingual parent

coordinator arrange for visits from middle school administrators who explain the available programs to the students during the school day and also at a PTA meeting for parents. The middle schools also host a visitation day/evening for parents and students at their site at which time parents can tour the building. The guidance counselor also receives professional development at PS 19 through the ESL teachers scheduled four times in the school year. The 5th grade teachers, the bilingual parent coordinator and the guidance counselor also meets with the parents of the 5th graders during the spring to address any concerns they may have with their child's transition. If needed, through the parent coordinator, the guidance counselor arranges to meet with parents of ELLs and the ESL teacher during a 5th grade committee meeting (spring) and during parent/teacher conferences (fall & spring) to present a list of contact information, community resources, maps of the middle schools and public transportation.

4. Professional development pertaining to ESL is ongoing throughout the school year for all staff members. All general ed teachers are required to ascertain a minimum of 7.5 hours of ESL training and special ed teachers are required to ascertain a minimum of 10 hours of training. This is provided (in-house) throughout the year by our ESL teachers, during Election Day and Chancellor's Day and at monthly grade meetings. Teachers needing to fulfill these hours are also sent to network training OELL training and DOE training when available. Once a month, a period is dedicated to ESL workshops for our teachers to analyze data, predict trends, turnkey information, and RTI for ELLs, always focusing on improving student achievement for our ELLs. When a new teacher is employed or transferred from another school, PS 19 arranges to have the teacher attend at least one outside venue for an ESL workshop and provides in house professional development to meet the requirements. The teacher maintains a record of his/her hours of ESL training and a certificate of the professional development is placed in the teacher's file, located in the main office in a locked file cabinet. In September, notification is sent to all staff reminding them of the requirements of the ESL training and a list of available professional development opportunities that are offered.

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?

ELL parents are invited to be part of the Parent/Teachers Association, which has bilingual officers and interpreters available. Additionally, we have parents of ELLs on our School Leadership Team and they get the opportunity to voice their concerns and opinions to the administration. We also conduct a Parent Survey during Parent Teacher conferences so PS 19 can get feedback on issues concerning our parents. Our Title III, Saturday Program, Aprendiendo Lado a Lado, is a literacy program where parents of ELLs participate alongside their child(ren) and hear literature read in both English and Spanish and complete follow up activities aligned to the Common Core State Standards. Our dual language classes (k-3) offer parental workshops for parents of English proficient students to support the learning of the target language and for parents of Spanish speaking students to support the learning of English and in some areas the native language. PS 19 offers ESL classes for all parents four mornings each week which are attended by many. Our bilingual parent coordinator offers a cooking demonstration, accompanied by distribution of groceries five times throughout the year, sponsored by Cookshop, focusing on healthy and nutritious meals. We also have a phone messaging service in English and Spanish which is sent to parents reminding them of specific dates and activities. PS 19 offers workshops for parents teaching how to access student information on the computer (Acuity) and our website, PS19R.org, which is available in multiple languages. Our PTA offers snacks to our students at lunchtime twice a week and bilingual parents work at the snack stations. During Parent/Teacher conferences, all teachers are provided with an interpreter to accommodate the parent's native language. Throughout the school year, our bilingual parent coordinator offers parent workshops focusing on topics such as: medical and health insurance; fire safety; community based support organizations (COSTCO). PS 19 also hosts an information session on testing for ELA, Math, Science, NYSESLAT, for parents and the support they can give for student achievement in both English and Spanish.

2. PS 19 has a partnership with the YMCA, which houses an afterschool program, the Virtual Y for all students, including ELLs, including summer and school recesses. One of the directors of this program is bilingual and supports the parents with homework assignments. This program helps students with homework assignments as well as further developing literacy, math and the arts. Also, PS 19 has a partnership with the Police Athletic League (PAL), who also offers afterschool activities and picks students up and buses them to another location. The Jewish Community Center (JCC) hosts adult ESL classes as well as GED programs at PS 19 four days each week.

3. We provide an orientation to all families coming to PS 19 and in addition, our bilingual parent coordinator organizes parent breakfasts with informational sessions throughout the school year. Through parent surveys, parents voices which are heard during PTA and School Leadership meetings, our administration evaluates the needs of our parents. For example, when the opportunity arises to hire more personnel, we look for bilingual school aides, and bilingual paraprofessionals to help support our diverse population. PS 19 has the fortunate resource of many reading volunteers and this year we have reached out particularly to bilingual parents and have included them as reading volunteers to support our ELLs and the teacher of ELLs in the classroom.

4. Parent Involvement is based on parent input and student needs. Parents assist teachers in the classrooms as "Class Moms/Dads" for specific trips, activities and events. Parents also receive certification as "reading volunteers", including bilingual speaking parents to support literacy. Parents are better able to support their children at home if they understand the curriculum and feel part of our school community. Our bilingual PTA sponsors activities such as: Harvest and Spring Dances; Yearbook; 5th grade graduation trip and assembly; Holiday fair; Carnival; and Field Day programs and a Multicultural Evening celebrating ethnicity. School and parental partnership are vital to the academic progress of all students, including ELLs where support and understanding is a constant.

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.

According to our 2012/2013 Progress Report, (percent at 75th growth percentile or higher English) our ELLs (17.1%) showed increased results of 48.5% in ELA. In math, (17.9%) our ELLs showed an increase of 37.1%. Our total English language learners' progress was 62.9%. Pertaining to overall student progress in comparison with our peer schools, PS 19 exceeded median adjusted growth percentile in ELA with a result of 69.0 with peer schools averaging 62.5 percentile and NYC schools averaging 64.1 percentile. In mathematics our school's range resulted in a score of 63.0 compared to peer schools which was 61.8 and NYC schools 62.8 percentile.

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mary Petrone	Principal		10/21/13
Elizabeth Geli	Assistant Principal		10/21/13
Miguel Felix	Parent Coordinator		10/21/13
Dina Tornabene	ESL Teacher		10/21/13
	Parent		1/1/01
Cindy Cascante	Teacher/Subject Area		10/21/13
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
Mildred Rios	Other <u>ESL Teacher</u>		10/21/13
	Other _____		
	Other _____		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 31R019 School Name: The Curtis School

Cluster: 6 Network: 604

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.

Based on the Home Language Survey of non English speaking parents, the parent indicates if they prefer notices sent home in their native language. If they prefer all information and notices sent home in their native language, any DOE notices are printed in multiple languages and the classroom teachers of ELLs are given a list of students who prefer communication in the native language. School notices are translated by our bilingual parent coordinator in Spanish and we use the DOE Translation Services to translate in low incident languages, if needed. Official notices are also communicated via telephone communication system in English and Spanish. PS 19R has an official website, PS 19R.org that is distributed and posted to all parents and guardians. The website posts schedules of meetings, notices, parent workshops, homework for each class and an ELL corner. This website allows parents to download information in multiple languages. Our bilingual parent coordinator hosts parent workshops, which are bilingual (Spanish), throughout the school year informing parents of mandated assessments; ARIS parent community; e-Chalk website; curriculum information; school activities; and resources available to parents within our community. Our school also uses the Mantra Lingua Talking Pen which interprets 26 different languages using key phrases pertaining to communication with parents. The Parent Assurance survey is distributed to parents in their appropriate language(s) within the first 30 days of school. Parent orientation is provided along with a video representing program choices in the appropriate language(s) of the families where parents have the opportunity to ask questions concerning placement. This orientation is provided three times during the year and appointments are made as a new family registers during the school year.

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.

The major findings of our school's written translation and oral interpretation is that the predominant language that needs to be interpreted is Spanish. Presently we have a small population of Urdu and Arabic families, who prefer notices and information in English since they also speak English or have family that can interpret for them. However, we supply official notices to these families in both English and Urdu/Arabic. We presently have an Arabic paraprofessional that is available for immediate interpretation and translation. Our school leadership team consists of bilingual parents and parents of ELLs who meet once a month to discuss pertinent school information and data and this information is relayed to the PTA and school administration. Also, our bilingual parent coordinator provides for written translation of school notices in Spanish and delivers oral interpretation at all meetings and workshops, including PTA meetings. Analysis of the Parent Assurance survey revealed that majority of our ESL families requested ESL instruction implemented in the classroom. 31% of our ELL families request dual language instruction which is an increase of 21% from 2010/2011. Majority of our parents still insist their child(ren) receive ESL only because they want them to be fluent in English especially since they will be taking the NY state tests in ELA, Math and Science.

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.

PS 19 will provide translation services for school notices in Spanish through our bilingual parent coordinator; our bilingual ESL teachers and our bilingual paraprofessionals who work collaboratively to translate written documentation that is sent home to parents in Spanish with a 24 hour turnover, since we have a large population of Spanish speaking parental community. We have a paraprofessional who speaks Arabic and is available for translation and/or interpretation when needed. We also use the Department of Education Translation Unit, however, they usually take one week or more to translate our informational notices. Additionally, and more user friendly, all school and class information is posted on our e-Chalk website which has the availability of translation in many different languages as parents so choose.

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.

PS 19R is fortunate to have staff members that are bilingual. Seven teachers are bilingual (Spanish), including one ESL teacher who aside from speaking Spanish also speaks Italian and French. Our parent coordinator is bilingual (Spanish); three paraprofessionals are bilingual (Spanish); two school aides are bilingual (Spanish); two cafeteria workers are bilingual (Spanish); one psychologist is bilingual (Spanish); our PTA president is bilingual (Spanish) and parent members of our school leadership team are also bilingual (Spanish). All the aforementioned staff help to support and interpret any concerns our parents have regarding their children. This provides our school with the opportunity to meet the needs of parents who need oral interpretation on all levels throughout the day, many of the bilingual staff can be called upon to assist parents. Also, our bilingual parent coordinator is available throughout the day to meet with parents and discuss any relevant issues that may arise. The bilingual staff assists in interpretation during parent/teacher conferences as well as PTA meetings and important school activities. Some of the staff is hired through the Translation Service funds for after school meetings and events.

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>.

Aligned with chancellors Regulations A-633:

- a. The school determines within 30 days of student enrollment the primary languages spoken by the parent of each student enrolled. The school further determines whether the parent requires language assistance for communication. As per determination, the school provides translation services to those in need. This determination is based on the parent interview with the ESL teacher.
- b. Data is recorded and maintained in ATS, in students' cumulative records and in the ELL files and on students' emergency cards.
- c. Parents are given copies of the Bill of Parents Rights and Responsibilities and are available at <http://schools.nyc.gov/Parents/Newsinformation/BillofRights.htm>