

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

01M019

School Name:

P.S. 019 ASHER LEVY

Principal:

JACQUELINE FLANAGAN

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Public School 19 School Number (DBN): 01M019
Grades Served: Pre-5th Grade
School Address: 185 First Avenue, New York, NY 10003
Phone Number: 212 533-5340 Fax: 212 673-1477
School Contact Person: Jacqueline Flanagan Email Address: jflanagan@schools.nyc.gov
Principal: Jacqueline Flanagan
UFT Chapter Leader: Dennis Gault
Parents' Association President: Amy Kirk
SLT Chairperson: Nicole Connolly
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Bien Lee
Student Representative(s): N/A
N/A

District Information

District: 1 Superintendent: Daniella Phillips
Superintendent's Office Address: 166 Essex New York, NY 10001
Superintendent's Email Address: dphillip@schools.nyc.gov
Phone Number: 212 356-3881 Fax: 212 353-2945

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
Director's Office Address: 333 7th Avenue, 8th Floor, NY NY 10001
Director's Email Address: ychu@schools.nyc.gov
Phone Number: 646-470-0721 Fax: 917-339-1765

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 that they have been consulted with 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:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Jacqueline Flanagan	*Principal or Designee	
Dennis Gault	*UFT Chapter Leader or Designee	
Amy Kirk	*PA/PTA President or Designated Co-President	
Diane Soltren	DC 37 Representative (staff), if applicable	
Bien Lee	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
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	
Nicole Connolly	Member/ Teacher/Chairperson	
Milagros Parrales	Member/ Teacher	
Ana Horton	Member/ Parent	
Enrique Diaz	Member/ Parent	
Digna Velez	Member/	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

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.

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 administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** 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 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** 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 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

PS 19 is a grade Pre-K-5 school located on First Avenue between E. 11th and E. 12th streets in the East Village of Manhattan. PS 19 was built in 1956 and is housed in a well-kept building that it now shares with 01M301, a CSD1 middle school.

Our school serves approximately 268 students; the school population like the surrounding neighborhood is ethnically diverse. PS 19 is a Title One, School Wide Project school. Title One funds are used to fund a data center, academic intervention and small class size. PS 19 offers several types of special education services including Special Education Teacher Support Services (SETSS) and special education self-contained classes. In September 2009, PS 19 opened its first Autism Spectrum Disorder Nest Program (ASD/Nest) Kindergarten class. The ASD/Nest program provides a 12:2 learning environment for students with Aspergers Syndrome, in which they learn alongside typically developing peers. The ASD/Nest program has grown to include one class on each grade from K-5.

At PS 19 we strive to provide every student the opportunity to achieve academic success in a language and literature rich environment that is meaningful, stimulating and creative. Our teachers believe that children learn best when they have an opportunity to pursue topics which interest them, and are given ample opportunities to talk and write about what they are learning.

In September 2013, we selected two new programs (ReadyGEN for English Language Arts and Go Math) to meet the objectives of the Common Core State Standards. Our educational program emphasizes the workshop model for literacy and math, enabling all of our students to be active participants in their learning process. We strongly believe that the arts should be an important part of a school's academic program. We work with 3rd Street Music School to provide music classes to all of our lower grade students and Nest classes during the school day, and a Chorus and Hip Hop class after school. Musical Mentors provides individual instrumental music lessons to students after school. Rosie's Kids provides a theater program to our fifth graders. We partner with Studio in a School to provide an after school visual arts program for all grades. Our full list of partners includes: 3rd Street Music School, Studio in a School, Generation Ready, New York University (NYU), NYU America Reads and Counts, Metropolitan College, SUNY Cortland, Columbia University Musical Mentors, Super, Happy, Healthy Kids After School Program, NY Cares, GoProject and Rosie's Kids.

Vision of PS 19

We act on our beliefs:

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

We develop effective classroom environments:

Classrooms are designed to support the needs of our students.

We create a professional learning community:

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

We work together to support our students:

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

We strive to:

- Be a collaborative learning community
- Be a nurturing and loving school community
- Respect and celebrate the uniqueness of each of our students
- Provide students with a safe and nurturing environment with classrooms where student discussion is valued, interactive learning is practiced, and individualized support is provided.

The PS 19 school community always operates with the Framework for Great Schools in mind. However, we are particularly proud of the growth we have made in the areas of collaborative teaching and rigorous instruction. Our teachers work together on tight knit grade level teams to plan and continue the increase the customization of the curricula for their students.

01M019 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	269	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		68.3%	% Attendance Rate	92.0%
% Free Lunch		67.7%	% Reduced Lunch	7.0%
% Limited English Proficient		8.8%	% Students with Disabilities	32.6%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		1.4%	% Black or African American	19.6%
% Hispanic or Latino		51.9%	% Asian or Native Hawaiian/Pacific Islander	14.4%
% White		10.9%	% Multi-Racial	1.1%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		5.16	# of Assistant Principals (2014-15)	1
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	7.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.5%	Average Teacher Absences (2013-14)	7
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		25.2%	Mathematics Performance at levels 3 & 4	37.1%
Science Performance at levels 3 & 4 (4th Grade)		97.9%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing		X	Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools 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 Framework for Great Schools–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 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 trends and sources.

Our school wide average student proficiency score on the New York State 2015 English Language Arts (ELA) Common Core Aligned exam was 2.62 (counting all students tested in 2014 in grades 3, 4 and 5) which **exceeded** our goal of 2.60 defined in our CEP for 2014-2015. The 2015 item analysis of New York State Testing Program (NYSTP) data indicates the following trends:

- 3rd grade students struggled most with standard 3LR2 (Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.)
- Grade 4 and 5 students performed strongly on common core standards related to character study, such as 4.RL.3, but sacrificed points on questions which required comparisons among texts or to compare and contrast similar themes and topics (4.RL.9 and 4.RL.2)

The third grade obtained the lowest of the three average proficiency scores.

Upper grade teacher teams have noted during grade level planning and during Inquiry team meetings, that our students are developing richer vocabularies and becoming more accomplished debaters and public speakers due to the emphasis put on these skills in ReadyGen and through the use of accountable talk in the classroom. While our K-2 students are making similar gains in these areas, Assessment Pro data indicates that these gains seem to be made at the expense of some more basic reading skills that were typically emphasized before the implementation of ReadyGen. Kindergarten teachers in particular, are working to address this discrepancy.

Despite narrowly missing the CEP goal for average proficiency score in 2014, our upper grade students were rated as Meeting Target in the Student Achievement category, and as Exceeded Target in the Student Progress category of the School Quality Guide for 2013-2014. Our ELA growth percentiles for the same period delivered good news in that our students scored in the 86th and 88th median adjusted growth percentile in ELA when compared to our peer group and the city, respectively. While the positive growth is welcomed, it is in part due to the low starting point of our third graders. Because our average student proficiency score increased in 2015, we anticipate an increase in growth percentile for the 2014-2015 school year, when that data is released.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, we will increase the Average ELA Student Proficiency score of students in grades 3, 4 and 5 from 2.62 to 2.7 in 2015-2016, as measured by the 2016 ELA NYTP and reported in the on 2015-16 School Quality Guide.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<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>Increase the rigor of ELA instruction for high performing students by integrating the new Common Core Standards during curriculum planning, and increasing depth of grade level lesson plans which align to ELA curriculum.</p> <p>Teachers modify guided reading by using more complex mentor texts and learning supports, which encourage student autonomy.</p> <p>School increased the number of times that benchmark reading levels are taken from 3 to 5 times per year and modify strategies based on this information.</p> <p>Teacher Teams:</p> <p>Grades 3, 4 and 5 have implemented book clubs within the ReadyGen program and have adapted the writing units to support the book clubs</p>	<p>K-3 students who are reading at or above grade level according to TC reading level and</p> <p>Grade 4-5 students who scored a 3 or 4 on 2015 ELA exam</p>	<p>June 2015- June2016</p>	<p>Generation Ready Consultant</p> <p>Grade Level Teacher Teams</p> <p>Vertical Teacher Teams</p>

<p>Grades K-2 have reviewed word study and phonics material used in ReadyGen and Words their Way. The are customizing materials found in each to better support the the needs of their students.</p>			
<p>Make understanding the Common Core learning standards a centerpiece of the four parent conferences held during the 2015-2016 school year.</p> <p>Common Core learning standards will be discussed monthly with parents at workshops with the Parent Coordinator and Instructional coach.</p>	parents	<p>Monthly 2015-2016</p> <p>Parent conferences 4X per year</p>	<p>Parent Coordinator Literacy Coach</p>
<ul style="list-style-type: none"> An emphasis will be placed on the 6 Common Core Instructional Shifts in ELA/Literacy to provide rigorous and targeted instruction. Teachers will: <p>Continue using and refine the use of (Pearson) ReadyGen Reading and Writing curriculum in grades K-5, which is aligned to the Common Core. In order to address the needs indicated above, teachers will use “multiple sources of student work to analyze gaps between instructional goals and what students currently know and are able to do, assess impact of instruction, and inform strategic instructional adjustments”.</p> <p>Teacher teams, which meet weekly develop strategies to increase student autonomy and increase student ownership of final work products.</p>	All Grades	June 2015- June2016	<p>Generation Ready Consultant</p> <p>Grade Level Teacher Teams</p> <p>Vertical Teacher Teams</p>

<p>Accountable Talk strategies will be developed at each grade level. Teachers develop individualized accountable talk tools and protocols.</p>			
<ul style="list-style-type: none"> In alignment with the 2012-13 Special Education Reform, grade level teachers will plan in advance for multiple access points and engaging students in rigorous learning experiences. The School Implementation Team (SIT) will plan and provide professional development for both general and special education teachers. <ul style="list-style-type: none"> Emphasize how teachers scaffold the standards to meet the needs of students with disabilities where needed. Specific examples will be highlighted. 	<p>IEP students</p>	<p>Weekly PD sessions 10/15-5/16</p>	<p>Generation Ready Consultant Grade Level Teacher Teams</p>
<ul style="list-style-type: none"> Response to Intervention (RTI) will be implemented and developed for all students in the area of reading in grades K-5th grade. Teachers will use multi-tiered instruction and intervention to ensure all students have equal access to high-quality, differentiated instruction. Kindergarten teachers will customize the ReadyGen curriculum to meet the varying needs of their students. 	<p>K-5 students</p>	<p>June 2015- June 2016</p>	<p>Generation Ready Consultant Grade Level Teacher Teams</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> • Tax Levy Core Curriculum Support • City-wide Instructional Expectations • ELA and Math Student Support Funding • Tax Levy MoSL • Tax Levy Literacy Assessment Program
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<ol style="list-style-type: none"> 1. New York State Testing Program Level 2 reporting (L2RPT for 2015) and Elementary School Quality Snapshot, September, 2015 2. TC Assessment Pro results K-5 measured and reported in September 2015, November 2015, January 2016, March 2016 and June 2016 3. ReadyGen unit assessments (monthly) 4. Monthly Pupil Personnel Team (PPT) and School Implementation Team (SIT) progress notes 5. Instructional coach meets weekly with grade level groups of teachers on common preps to develop strategies for ReadyGen lesson planning 6. 1 meeting every 6-8 weeks with Generation Ready Literacy Education Consultant 7. Instructional coach meets with teachers to help plan differentiated instruction; Technology teacher and Assistant Principal facilitate students' use of online materials from home during weekly meetings with class. 8. Response to Intervention (RTI) teacher meets with Assistant Principal on a monthly basis to review AIS students and their progress 9. TC Benchmarks in January 2016 will be used as a mid-point indicator. We will consider 50% of students at or above their TC reading level on goal at the mid-point.
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools 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 Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

According to the 2014-2015 School Survey, parents at PS 19 are slightly less satisfied than they were in prior years. Most notably, the number of parents who responded positively to the question: How satisfied are you with the education that your child has received this year? has decreased to 90% from 95% in 2014. A similar decline occurred in response to the question: How satisfied are you with the response you get when you call your child's school? Parent satisfaction seems unrelated to overall school achievement, which increased considerably during the same time period.

In general, however, 95% of comments received on the school survey were positive despite the fact that our 2015 NYSTP results (38.2% at levels 3 or 4 in ELA and 53.3% at levels 3 or 4 in Math) while improving, indicate that teacher practice must continually evolve in order for our students to meet the demands of the common core.

The 2015 Citywide Instructional Expectations state that “This year, schools will refine or develop an instructional focus to integrate their beliefs on how students learn best, respond to the needs of all students, and attend to the professional growth of all staff .”

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 95% of teachers will receive either effective or highly effective in Component 1e: Designing Coherent Instruction.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • Each teacher will select among 3 approaches for classroom observations : • At least 4 Informal Classroom Observations • At least 1 Formal Classroom Observation (1Pd) and a minimum of <u>3</u> Informal Observations <p>For teachers with an overall “Highly Effective” rating in the previous year:</p> <p>At LEAST <u>3</u> informal observations and agree to let colleagues observe classroom at least <u>3</u> times a year</p>	<p>K-5 classroom teachers</p>	<p>Sept. 2015- June 2016</p>	<p>Principal Assistant Principal</p>
<ul style="list-style-type: none"> • Charlotte Danielson’s Framework for Teaching will be used as a teaching rubric to articulate clear expectations for teacher practice. Framework for Teaching will serve as a resource for choosing professional goals. 8 components of the framework will be discussed when engaging teachers in professional conversation with school leaders and strengthen instructional practice. 	<p>K-5 classroom teachers</p>	<p>Sept. 2015- June 2016</p>	<p>Principal Assistant Principal Borough Field Support Center</p>
<ul style="list-style-type: none"> • All teachers will develop a Professional Growth Plan and Professional Activities Log, based on the Danielson Framework components 1a, 1e, 2a, 2d, 3b, 3c, 3d, and 4e . Teachers will select two professional teaching goals from the Danielson selected components for their professional growth plan teaching goals. A school wide emphasis will be placed on component 1e: Planning and Preparation Designing a Coherent Instruction to generate rich discussion among teachers and school leaders to strengthen instructional practice. This professional growth plan will be instrumental in strengthening instructional practice, inquiry team work and developing units of study. 	<p>K-5 classroom teachers</p>	<p>Sept. 2015- June 2016</p>	<p>Principal Assistant Principal Instructional Coach Grade Level Teacher Teams</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

1. Principal, Assistant Principal, Borough Field Support Center and training resources offered by the DOE.
2. Instructional coach will coordinate inter-visitation among teachers in consultation with the Principal and Assistant Principal, mentor teachers and their protoges
3. Classroom teachers, instructional coach, Assistant Principal

Part 4b. 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 SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- 95% of teachers evaluated in Advance during the 2015-16 school year will achieve an overall rating of effective or highly effective in component 1e.
- 100% of participating teachers will conduct at least 2 inter-visitations during the school year.
- 100% of mentored teachers will receive at least 2 hours of mentoring per month, as recorded by the MTS.
- 75% of classroom teachers will attend at least 1 workshop in the area of the Danielson Framework, text complexity or the Common Core Learning Standards.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools 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 Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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 promote teacher-parent collaborations to improve student achievement. 	<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>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools 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 Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Data from the 2015 NYSTP L2RPT report indicates that our Average Student Proficiency rating in Math is 2.97, (counting all students tested in 2015 in grades 3, 4 and 5) which **exceeded** our goal of 2.8 defined in our CEP for 2014-2015. Our increase in overall average proficiency rating reflects an upward trend in the Measurement and Data and Number and Operations in Base 10 domains.

The 2015 item analysis of NYSTP data indicates that our students consistently score lowest in the Operations and Algebraic Thinking strand. We believe that this is because this strand requires students to “use the four operations: addition, subtraction, multiplication, and division, to solve problems, including solving multi-step word problems.

Students receive higher scores when asked to solve problems using drawings and equations with a symbol for an unknown quantity and interpret remainders. Students also factor whole numbers between 1–100 as well as generate number or shape patterns that follow a given rule.

This is our third year of implementation of the Go Math curriculum. We believe that by refining math planning, as well as maintaining and revising our inquiry focus on the Operations and Algebraic Thinking strand, we will boost our students’ performance in this area and thus raise our Average Student Proficiency rating for another consecutive year.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, we will raise the Average Student Proficiency in Mathematics for students in grades 3, 4 and 5 from 2.97 to 3.00, as measured by the 2016 NYS Math Exam.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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 promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • Teacher teams will develop rigorous CCMS units of study using GoMath materials. • Data from 2015 NYSTP will be reviewed and grade level bands of teachers will determine which units of study were most effective and why, then apply these findings to increase the effectiveness of less successful units of study. <p>Grade level Inquiry Teams will focus on Operations and Algebraic Thinking as it applies to their specific grade level. Vertical Inquiry Team meetings will provide a vehicle to discuss Inquiry Teams results and determine best practices. Inquiry teams will increase the amount of action research in Math Inquiry in every grade. Specifically, each grade will create a control group and an experimental group to more accurately measure the impact of various strategies.</p> <p>Teachers and instructional coach receive professional development from our district, and use Generation Ready K-5 Math rubrics to evaluate student work and communicate standards to students and families.</p>	<p>K-5 students</p> <p>3-5 students</p>	<p>June 2015- June 2016</p>	<p>Instructional Coach</p> <p>Assistant Principal</p> <p>Grade Level Teacher Teams</p> <p>Vertical Grade Level Teams</p>
<ul style="list-style-type: none"> • Teachers will teach students to choose appropriate math tools and apply mathematical concepts in using these tools. <p>Teachers enroll students in an at home component of the program, Think Central, which allows students to work online at school and at home, and tracks students growth.</p> <p>Continue to use I-Ready software in grade 3 and 4</p>	<p>K-5 students</p>	<p>June 2015- June 2016</p>	<p>Instructional Coach</p> <p>Assistant Principal</p>
<ul style="list-style-type: none"> • An emphasis will be placed on the 6 Common Core Instructional Shifts in Mathematics requiring fluency, application, and conceptual understanding. Teachers will address the instructional shifts in Math: 	<p>K-5 students</p>	<p>June 2015- June 2016</p>	<p>Instructional</p> <p>Assistant Principal</p> <p>Borough Field Support Center</p>

<ul style="list-style-type: none"> • Focus • Coherence • Fluency • Deep Understanding • Applications • Dual Intensity (practicing and understanding) students will focus more on their mathematical process and thinking and less on getting the “right” answer. 			
Each monthly parent workshop will include a segment dedicated to ELL support in Math.	Parents	Monthly	ESL Teacher, Instructional Coach and Parent Coordinator
ESL teacher will conduct 2 Professional Development workshops for teachers to present math strategies for ELLs. Focus will be on the following: Engage <ul style="list-style-type: none"> } Teach & Talk } Practice } Summarize } Include Student Conferences and Small Group Instruction } Manipulates are an integral part of lessons 	ELL students	October 2015 March 2016	ESL Teacher

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>1. We will use the (Houghton Mifflin Harcourt) Go Math curriculum in grades K-5, which is aligned to the Common Core. Teachers will refine math planning: specifically creating multiple points of entry for students with disabilities, English language learners and struggling general education students. The GoMath Workshop Model Includes:</p> <ul style="list-style-type: none"> } Engage } Teach & Talk } Practice } Summarize } Include Student Conferences and Small Group Instruction } Manipulates are an integral part of lessons } Each unit also contains mid-chapter checkpoint, performance task and chapter test <p>2. Teachers enroll students in an at home component of the program, Think Central , which allows students to work online at school and at home, and tracks students growth.</p> <p>3. Grade level Inquiry Teams will focus on Operations and Algebraic Thinking as it applies to their specific grade level. Vertical Inquiry Team meetings will provide a vehicle to discuss Inquiry Teams results and determine best practices. Inquiry teams will Increase the amount of action research in Math Inquiry in every grade. Specifically, each grade will create a control group and an experimental group to more accurately measure the impact of various strategies.</p>

4. Continue to use I-Ready software in grade 3 and 4

5. Teachers and instructional coach receive professional development from our district , and use Generation Ready K-5 Math rubrics to evaluate student work and communicate standards to students and families.

Part 4b. 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 SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

1. Average Student Proficiency in Mathematics on the 2016 New York City L2RPT will be 3.0 in September 2016.

2. GoMath Unit Assessments will demonstrate an upward trend between September 2015 and June 2016

3. Grade Level Inquiry Team Results will reveal best practices in the area of Operations and Algebraic thinking. Presentations are made in May and June 2016.

4. 70% of grade K-2 students will show significant improvement on NYC Performance Tasks, administered in September 2015 and May 2016 and reported on in Schoolnet.

5. January 2016 GoMath unit assessment will be analyzed. We will consider 50% of students meeting or exceeding grade level on target to achieving this goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools 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 Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

According to the 2014-2015 School Survey, parents at PS 19 are slightly less satisfied than they were in prior years. Most notably, the number of parents who responded positively to the question: How satisfied are you with the education that your child has received this year? has decreased to 90% from 95% in 2014. A similar decline occurred in response to the question: How satisfied are you with the response you get when you call your child's school? Parent satisfaction seems unrelated to overall school achievement, which increased considerably during the same time period. Only 6 parents reported volunteering in the school during the 2014-2015 school year.

Our student attendance hovers at 93%, up from 90% in 2011, but still short of our informal goal of 95%

The low level of parent participation indicates that our parents are under the impression that their participation is not needed. In addition, New York State academic standards may be more demanding than the academic standards that parents define for their children. Therefore, we must do a better job of communicating to parents regarding the standards our students are expected to meet. In addition, we must convey to parents that their active participation in the school community will help push our students to the next level. The PTA can assist the school by raising more money to fund instructional materials and supports to increase our overall academic success rate.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the rate of parent participation in the PTA will increase from 10% to 20%, as measured by attendance at PTA sponsored events and PTA meetings.

changePart 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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 promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Change when PTA meetings are held in order to attract more parents. PTA executive board members will promote the PTA and recruit members just after monthly student assemblies, and prior to open school afternoons and evenings, in order to capitalize on times when parents are visiting the school.</p> <p>Language Access Coordinator will ensure that all families are informed of these meetings in their home language. Translation services in Spanish and Chinese will be offered at these meetings.</p> <p>Language Access Coordinator will arrange for over the phone translation of low-incidence languages through the DOE Translation Unit.</p>	<p>Parents ELL students</p>	<p>Sept. 2015- June 2016</p>	<p>Principal, Assistant Principal and Parent Coordinator, Language Access Coordinator</p>
<p>Create school wide e-mail distribution list for parents, so that reminders and school updates can be sent en mass to our parent population. This distribution list will be used to increase parent attendance at family instruction mornings as well as other PTA meetings and events.</p> <p>Language Access Coordinator will provide translations of emails where necessary.</p>	<p>Parents ELL students</p>	<p>Sept. 2015- June 2016</p>	<p>Assistant Principal and Parent Coordinator, Language Access Coordinator</p>
<p>Increase opportunities for parents to meet and benefit from our community partners. Invite groups such as the Go Project and Musical Mentors to speak at monthly parent workshops in order to increase the number of families utilizing their services.</p>	<p>Parents ELL students</p>	<p>Sept. 2015- June 2016</p>	<p>Principal, Assistant Principal and Parent Coordinator, Language Access Coordinator</p>

Language Access Coordinator will ensure that all families are informed of these meetings in their home language. Translation services in Spanish and Chinese will be offered at these meetings.			
Make understanding the Common Core learning standards a centerpiece of the four parent conferences held during the 2015-2016 school year. Emphasize how teachers scaffold the standards to meet the needs of students with disabilities where needed. Specific examples will be highlighted.	Parents IEP students	Sept. 2015- June 2016	Principal, Assistant Principal and Parent Coordinator, IEP teacher, SETSS teacher

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Assembly schedules and open school schedules will be modified to accommodate PTA meetings Principal, Assistant Principal, ESL teacher, IEP teacher and SETSS teacher will meet quarterly to develop agendas for parent workshops Teachers will use class parent representatives to develop parent email distribution list											
Part 4b. 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 SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Principal, Assistant Principal and Parent Coordinator will monitor attendance at PTA meetings and events on a monthly basis. The number of parents participating in the PTA (measured by the number of unique signatures on from PTA even sign in sheets) will rise 10% from September 2015 to February 2016. An increase of 5% at the February 2016 PTA meeting will be the mid-year benchmark for this goal.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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 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)	<ul style="list-style-type: none"> • Fountas and Pinnell Reading Level • NYSTP, where applicable • Ready Gen Unit Test Results • Teacher Observation 	<ul style="list-style-type: none"> • Lexia Learning software • i-station software • Imagine Learning • A-Z Reading • Recipe for Reading • Comprehension Toolkit 	Small group in classroom	During school
Mathematics	<ul style="list-style-type: none"> • Go Math Unit Test Performance • NYSTP, where applicable • Teacher Observation 	<ul style="list-style-type: none"> • Teachers use RTI resources in GoMath to differentiate instruction for struggling students. RTI groups are included in daily lesson plans. • Games are used to address the concepts that students have not learned, as identified through NYC Performance Tasks, GoMath Unit tests, Interim Assessment and classroom conferences • Smartboards in grades 2-5 are used to increase interactivity and thus 	Small group in classroom	During school

		interest in math games for students		
Science	<ul style="list-style-type: none"> • Performance on Science quizzes designed by Science teacher • Teacher recommendation 	<ul style="list-style-type: none"> • Increase the use of appropriate science vocabulary through greater focus on word study and interactive word wall • Test sophistication PD in science for 4th grade classroom teachers 	Small group tutoring sessions	During School
Social Studies	<ul style="list-style-type: none"> • Teacher observation • Evaluation of final written projects by classroom teacher 	<ul style="list-style-type: none"> • Small group instruction, push-in support from push in and SETSS teacher and test sophistication for 5th grade students. 	Small group tutoring sessions	During school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • Parent Request • Teacher Recommendation • PPT Team recommendation 	<p>Guidance counselor</p> <ul style="list-style-type: none"> • provides daily services to students who have mandated counseling on their IEPs • Provides services to non-mandated students when the need arises • Provides a support and team building after school program for students in temporary housing. During 2013-14 this group met 1x per week. • Participates in monthly Pupil Personnel Team and School Implementation Team Meetings <p>School psychologist</p>	Small group	<ul style="list-style-type: none"> • During school day

		<ul style="list-style-type: none">• Participates in monthly Pupil Personnel Team and School Implementation Team Meetings• Provides Crisis Intervention as needed• Referral to outside agencies and consultation		
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Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- 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.
<ul style="list-style-type: none"> • Attending citywide or district 1 recruitment fairs, whenever offered • Use 5% set aside as required under Title I • 5% Set Aside to Improve Teacher Quality • Use DOE's Open Market staffing function to collect a wide range of resumes when filling vacancies • Collect and review candidates who submit resumes from outside of the DOE, for shortage areas such as Special Education. This practice allows us to leverage the fact that PS 19 is located in the vibrant East Village area, which is an attractive area to work for many prospective candidates • Use BEDS survey data to track teacher progress towards "highly qualified" as defined by NCLB.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • Principal, AP and Instructional coach plan and implement Monday PD sessions for teachers from 2:20 to 3:40. Presenters/topics are varied and include: Generation Ready Consultant, (DOK, questioning techniques) , EEOC, <u><i>Perspectives for a Diverse America</i></u> —a K–12, literacy-based, anti-bias curriculum, Emotional Responsive Practices. Etc. • Teachers and instructional coach attend ELA and Math PD offered the DOE during the school year • Teachers and administration attend specialized PD offered by Generation Ready Literacy and Math Educational Consultants during the school year (e.g., text complexity, CCLS in ELA and Math) • Teachers view webinars and online videos and materials provided by the DOE and Pearson on CCLS and related topics • Information from PD sessions is shared during faculty conferences and grade level meetings

- Families are invited once a month to observe and participate in the classroom. This helps build parents' awareness of what their children are learning and strengthens the home-school connection.
- All students' progress is assessed and those students with IEPs are monitored for progress within their IEP goals as well with class goals.
- Families of students with IEPs are made aware of "Turning Five" meetings to plan for students' transition to any special education services needed in Kindergarten. Families are supported by teachers, Family Assistant, and Early Childhood Social Worker during this process.

Early Winter:

- Teachers, Family Assistant, and Early Childhood Social Worker inform parents in many ways about the application process for Kindergarten in parents' native language, including email info "blasts" with due dates, timeline, etc., workshop, info sessions, and personal assistance, when needed.

Late Spring:

- Family Assistant takes Pre-K parents on tours of Kindergarten classrooms to familiarize them with the classroom, curriculum, expectations, etc.
- Family Assistant hosts a workshop for Pre-K parents with Ms. Nieves, the Literacy Coach. Ms. Nieves provides parents with a packet of reading materials and tips specifically designed for Kindergarten readiness.

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.

Teachers input is integral and collected in the following groups which all have a part in the assessment process:

- School Leadership Team
- Measure of Student Learning (MoSL) Committee
- Pupil Personnel Team (PPT)
- School Implementation Team (SIT)
- Grade Level Teams
- Inquiry Teams

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, 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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	110,820.00	X	pps. 11, 14, 19
Title II, Part A	Federal	31,634.00	X	pps. 11, 14, 19
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,301,867.00	X	pps. 11, 14, 19

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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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’s Title I Parent Advisory Council (PAC) 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.

PS 19 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 the school. **PS 19**, 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 the school and the families. The 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 the school community. PS 19 will support parents and families of Title I students by:

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

The 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. The 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 the 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, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The 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;
- 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.

PS 19 School-Parent Compact (SPC)

PS 19, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. 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 on assessments.

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core 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 prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to 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.

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 1	Borough Manhattan	School Number 019
School Name Asher Levy		

B. Language Allocation Policy Team Composition

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

Principal Jacqueline Flanagan	Assistant Principal Janet Chasin
Coach Corinne Nieves	Coach
ENL (English as a New Language)/Bilingual Teacher Esperanza Rosales	School Counselor Cindy Lerner
Teacher/Subject Area Esmahan Succar/5th Grade	Parent Anna Horton
Teacher/Subject Area Jennifer Chan/PreK	Parent Coordinator Marivette Cruz
Related-Service Provider Joanna Albert/Speech	Borough Field Support Center Staff Member Maria Broughton
Superintendent Daniella Phillips	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	245	Total number of ELLs	21	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
---	--

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	15	Newcomers (ELLs receiving service 0-3 years)	13	ELL Students with Disabilities	4
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	2	Long-Term (ELLs receiving service 7 or more years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	13	0	2	2		2				0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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	1	4	1	2										0
Chinese	1	1		1		2								0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean	1	1												0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	1	1												0
Emerging (Low Intermediate)		1		1										0
Transitioning (High Intermediate)	1		1											0
Expanding (Advanced)		4		2		2								0
Commanding (Proficient)			2	3	1	1								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	2	0								0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total				1	1	1								0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3			1						0
4	2				1		1		0
5	2					1	1		0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4					1		3		0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 We use the TC Student Assessment System along with TC Assessment Pro to assess early literacy skills of ELLs. The TC Student Assessment System uses Fountas and Pinnell Reading levels, as well as other assessments of ELA skills such as phonics and spelling to determine a student's ELA proficiency. Both of these programs allow both the ESL and classroom teacher to track the progress of ELL students. The data yielded by the TC Student Profile is in the following areas: Independent Reading Level, Concepts of Print, Letter ID, Lower and upper and Letter Sounds. Teachers address areas of need during the literacy block.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Approximately 85% of students on all proficiency levels score higher on the Listening/Speaking portion of the NYSESLAT than on the Reading/Writing portion. As our results show (see below) ESL students achieve English proficiency in receptive language well before they achieve proficiency in expressive language. The majority of our ELL students are taking the NYSITELL when entering Kindergarten and the proficiency levels vary from Entering - Expanding.
 Based on 2015 results, the most recent year for which modality data is available:
 57 % of students have reached an Expanding Level of Proficiency.
 level on the NYSESLAT in Listening and Speaking.
 53% of students in grades three through five scored on an Advanced level in Reading and Writing.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 The NYSESLAT has undergone several revisions in the last few years due to Common Core Alignment, and our school has focused on student progress and growth assessment within the classroom as well as overall NYSESLAT proficiency. The ESL Teacher collaborates with classroom teachers to support and provide targeted ESL instruction to ELLs. In the spring of 2015, 5 students tested out. We are unable to compare the growth from year to year due to NYSESLAT revisions, but the data reveals that ELLs score the lowest in reading and writing modalities. In order to provide targeted instruction, when necessary ELLs receive AIS/RTI support and SETTSS. The ESL teacher works closely with the AIS/RTI support teachers, Literacy Coach and Librarian to focus instruction in literacy and provide integrated instruction based on student data and progress.

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

Due to the fact that a large percentage of our ELL students are English dominant by grade 3, during the 2014-15 school year, only one newcomer student took the NYS Math assessment in his/her native language. Having arrived about 2 months prior to the test, this student was exempt from ELA assessment as per NYS regulations. The data reflect that the students who make the fastest educational gains are the students who arrive with a high level of native language skills.

PS 19 does not administer the periodic ELL assessment. Instead, we administer TC and MoSL math periodic assessments. Results from the Math assessments will be available in late November, and the ESL teacher will study the results for each of her ELL students and use an item analysis to guide instruction for these students. TC reading levels are taken by the classroom teacher 5 times per year (September, November, January, March and June. Because these assessments require near grade level literacy skills, the students in the advanced stage of English acquisition far outscored students in the beginner or intermediate stages.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).] Teachers have developed new planning templates to meet the rigorous standards of the common core and the ReadyGen and GoMath curricula. This template includes specific learning goals and activities for ELLs, and is considered Tier I intervention. If these strategies fail, students are escalated to Tier II intervention after the classroom teacher consults with Ms. Rosales, our ESL teacher. Tier III interventions are put in place when Tier II intervention fails, and a specific learning disability is suspected.
6. How do you make sure that a student's new language development is considered in instructional decisions? ReadyGen and GoMath both provide extensive ESL strategies for ESL students. The ESL teacher collaborates with classroom teachers and supports ELL by Push-in and/or Pull-out to support the Common Core Curriculum to provide targeted student support and adhere to Part 154 regulations for Integrated instructional minutes. The ELs teacher includes a language objective as well as a content objective in every ESL lesson plan.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs). P.S. 19's continuing goal is to provide the best instruction to all our students so that they may meet the designated standards. We are dedicated to following all regulations and mandates when identifying, supporting ELL students and informing ELL parents regarding all programs and the options that our school provides. We also are dedicated in providing high quality professional development to all our staff so that they may continue to provide quality education to our ELLs. We measure our success by the number of students who achieve a 3 or better on state assessments, NYSESLAT results, and the number of students who outgrow the instructional need for ESL services.:

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section. English Language Learner (ELL) students are identified upon entering the New York City school system through the completion of the Home Language Identification Surveys (HLIS), which are translated in the parent's native languages. Completion of HLIS is overseen by our certified ESL/ENL teacher, Ms. Esperanza Rosales, who conducts an informal interview with parents and students at this time to determine the student's home language to be entered in ATS at time of registration. Ms. Rosales is bilingual in Spanish, and uses translated information or translators if available for other languages. If parents are more comfortable in English, then the interview is conducted in English. At this time parents are informed of their options regarding ELL programs available in NYC Schools. Within 10 days of initial enrollment, and based on the information provided by the parent and gathered at the time of the interview, the ESL teacher identifies those students who are required to take the NYSITELL, which determines English language proficiency as well as ELL eligibility, and corresponding ELL placement for the child. Spanish speaking students determined to be ELLs, are at this time

administered the Spanish LAB by Ms. Rosales. English Language Learners who are already in the New York City school system are identified and grouped according to their NYSESLAT score. The NYSESLAT is the New York State English as a Second Language Achievement Test, which is administered to all English Language Learners in the spring, which determines future placement and services for all English Language Learners. In the spring of every school year Ms. Rosales administers the NYSESLAT according to NYS regulations and during specified dates for each of the four modalities. She obtains a current RLER from ATS to identify all students eligible to take the NYSESLAT, which are the students she has been working through the school year.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Since an interview with parents and students is part of our registration procedure, the ESL teacher will find out pertinent information about the student's educational background and any gaps in his education, as the parents complete the HLIS. If the student is in grades 3-5 and scores at the beginner/entering or low Intermediate/emerging level of proficiency as indicated by the NYSITELL results then within 30 days of enrollment as part of our SIFE identification process, the student will be administered the SIFE questionnaire which is available in 12 languages. Students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish we will be administered the Literacy Evaluation for Newcomer SIFE (LENS). If a student is two or more years below grade level in literacy in their home language and/or two or more years below grade level in mathematics due to inconsistent or interrupted schooling, then s/he will be identified as SIFE. Using this data and information the ESL teacher will develop and individualized education plan by collaborating with AIS/RTI team, literacy coach, librarian and classroom teachers. In the past, our SIFE population has minimal, in 10 years there have only been 2 SIFE students within the ELL population.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

The process for identifying newly enrolled students with IEPs will include the following four steps. 1. Completion of HLIS, overseen by the ESL teacher, and an interview with parents and student at this time. The ESL teacher is bilingual in Spanish but for other languages other school staff and over the phone translation will be used as needed. 2. As part of determining the administration of NYSITELL, the ESL teacher will conduct a formal interview with the student and look at any available student work and prior school records to determine English language proficiency. If the child is found to be English dominant, then the student is not eligible to take the NYSITELL. 3. But if the student is determined to be an ELL then the Language Proficiency Team (LPT) comprised of Janet Chasin Assistant Principal, Esperanza Rosales, ESL/ENL Teacher, Marina Gonzalez, AIS Teacher, and the student's parent or guardian, will determine the student's eligibility for the NYSITELL. After careful consideration of the student's English language development and student's IEP, results from the student individual evaluation conducted in the home language, and any information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English, the LPT will make a determination on administering the NYSITELL. If it is determined that the child has English acquisition needs, then the NYSITELL will be administered. If the LPT team determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review. 4. The principal must accept or reject this recommendation. If the principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is immediately administered to the student. If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. Additionally, the parent or guardian will be notified within 3 school days of the decision in the parent's/guardian's preferred language

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

The ESL teacher is involved from the initial registration of student, has already conducted an informal interview and advised parents of the process once the NYSITELL is administered, so they are aware of the upcoming letters and parent video and orientation. The parents are advised of the time frame for this process to be completed. If for some reason, the parent is not able to attend the initial parent orientation, Ms. Rosales schedules a one to one meeting to provide parents with the necessary choices and information regarding their child's education. During this process, parent's preferred language access is offered through direct translation and/or through services offered by the Translation and Interpretation Unit.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

The entitlement letter, sent in the parent's home language, provides each parent with information regarding parent orientation, where parents are able to watch the parent choice video, consider program options available in NYC for their child and ask questions regarding any of the programs. This letter also provides parents with information about the appeal process, which must be conducted within 45 days of enrollment. At the orientation meeting, the ESL teacher also reminds parents of the appeal process and offers translation services to accommodate parent's preferred language.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Within 5 days of NYSITELL administration and ELL identification based on scores, the ESL teacher, Ms. Rosales, notifies the parents that their child was administered the NYSITELL and holds a meeting for parents to come and obtain information regarding the choices

available once their child has been identified as an ELL. The parents watch a video in their native language explaining the 3 different program types available citywide, Transitional Bilingual Education, Dual Language and Freestanding ESL/ENL. Parents also receive a brochure in their native language explaining the various options available for English Language Learners. Our parent coordinator, Ms. Marivette Cruz, is closely involved in these procedures and supports the ESL teacher's efforts in providing up to date information about the programs and meetings necessary for parents to attend in order to help them choose the best program available for their child. A parent orientation is provided to all parents of newly enrolled students. The parent orientation is ongoing throughout the school year, for parents of newly enrolled ELLs. Objectives, materials, standards and assessments of the ESL program are shared with the parents during the workshop. If parents request information about a program not offered at PS 19, information, options and locations are provided about their choice of program. The majority of parents request Freestanding ESL as a program choice. Their preference is to have their child remain in a mainstream classroom with additional support in balanced literacy, mathematics, science and social studies in a pull-out Freestanding ESL class. Other choices are not available at P.S. 19 as there are not enough students in each grade to warrant a bilingual class according to mandated laws. Based on parental choices, students are then placed in our ESL program. Depending on the students' scores, they can be identified as Entering, Emerging, Transitioning, Expanding, or Commanding. Once their level is identified they are scheduled according to CR Part 154 regulations to meet and/or exceed the mandated minutes of instruction in the new integrated model for ENL services.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
Every effort is made by our ESL teacher and Parent Coordinator to have parents attend the parent orientations. The process begins at registration and we make every effort to build a relationship with our students' parents as soon as possible for them to feel welcome in our school community, and we stress the importance of parental involvement within the school community as well as their child's education. Many of our staff members are bilingual in Spanish, including but not limited to: Ms. Rosales, our ESL teacher, Ms. Marivette Cruz our parent coordinator, Ms. Parrales our computer teacher, Ms. Succar a fifth grade teacher, and our Principal Ms. Flanagan. In addition, our support staff includes many Spanish speakers such as our school aids and school secretary. Ms. Ho, a Pre-K teacher is bilingual in Mandarin. Combining these human resources with parent access to the DOE's translation services, we have 100% return of Parent Surveys and Program Selection forms. If parents do not attend the initial orientation, every effort is made to reach out and provide a one to one meeting. The ESL teacher keeps careful track and records of parental choices as mandated. If a parent does not return these forms, the ESL teacher calls, and written documentation, including the Program Placement Default Letter - Selection Form Not Returned, is sent to parents advising them that the default program for ELLs is bilingual education.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
So far 100% of our Parent Survey and Program Selections form have been returned and the ESL teacher maintains careful record keeping and tracking of all ELL related parent letters.
9. Describe how your school ensures that placement parent notification letters are distributed.
At the time of the orientation meeting, the ESL teacher provides parents with information about programs. Most times the parents select ESL/ENL and the ESL teacher is able to provide the parent placement letter at the time of the meeting. If the parent request a program that is not offered, then steps are taken to provide information and guidance to the parent to access their preferred choice of program. Our parent coordinator is closely involved during these meetings and provides additional information that parents may require.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Our ELL population is relatively small, and the ESL teacher is able to maintain careful records and tracking of students ELL documentation in an ESL binder kept in the principals office and in copies in a binder for her own classroom records.
11. 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.
Due to our small ELL population our ESL teacher is able to maintain careful records and tracking of students during the time allotted for administering the NYSESLAT in the spring. The ESL teacher uses the RLER and the RLAT to ensure that all students are tested. Ample time is scheduled for make-ups if a student is absent for any of the modalities and every attempt is made to administer the test as early as possible within the NYS scheduled dates for each modality. We are able to provide all testing accommodations necessary to ELLs and ensure that all ELLs are administered all four parts of the NYSESLAT according to NYS guidelines and mandates.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
During the first 10 days of school, the ESL teacher keeps close track of new admits and current ESL students by accessing ATS reports such as RLAT and RLER, and provides parent with notification letters regarding their child's continued entitlement and transitional support options. All these letters and correspondence are offered in the parents' preferred languages.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Last year, 98% of parents requested Freestanding ESL as a program choice. Their preference is to have their child remain in a mainstream classroom with additional support in balanced literacy, mathematics, science and social studies in a push-in/pull-out Freestanding ESL class. Parents who requested other program types, were referred to schools with dual language programs in CSD 1 or to the Student Placement Office to pursue programs in other parts of the city. Ms. Rosales tabulates parent requests for ELL program choices. The growing desire for TBE programs across the city is not noted among our parent population.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.
P.S. 19's ENL program is a K-5th grade ENL program that incorporates stand alone and integrated services depending on the ESL student level of english acquisition in accordance to the revised CR Part 154 regulations. There is one ESL teacher who has six periods available for ESL instruction. Based on student English Language proficiency levels and minutes of ENL/Integrated instruction the ESL teacher will push-in to mainstream classrooms and group her ESL students to provide individualized support for the ELL students aligned to their classroom Common Core Curriculum. For the most part, the ESL groups are heterogeneous in which there are mixed proficiency levels among the grades. In some instances, there are mixed grade levels within 2 contiguous grades among the proficiency levels depending on the student's proficiency. Many factors are considered when grouping the students, including language proficiency, age, academic needs and class curriculum. Students receive either one or two periods of ESL instruction daily as per their NYSITELL or NYSESLAT score. The ESL teacher provides six periods of instruction daily; the size of the classes ranges from four students to eight students, allowing the ESL teacher to address the students' diverse learning styles and differentiate instruction. Native language support is provided through the use of direct translation, native language glossaries and dictionaries, software programs and if the language is Spanish, the ESL teacher provides support in Spanish as a support and scaffold during instruction.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
The students in the ESL program include those in mainstream classrooms, self-contained special education, Collaborative Team Teaching Classes. Students that are identified as Entering or Emerging ELLs by the NYSITELL and the NYSESLAT receive 360 minutes of ENL/Integrated instruction a week. Students identified as Transitioning and Expanding received 180 minutes ENL/Integrated instruction a week. ELL students that are proficient or Commanding receive 90 minutes of ENL instruction a week. In the levels where some flexibility can be incorporated (Emerging, Transitioning, Expanding and Commanding) the ESL teacher takes advantage of this flexibility to collaborate with content area teachers to provide targeted instruction to ELLs.
3. Describe how core content is delivered in each program model. 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 area and ESL teachers collaborate up to several days in advance regarding lesson plans. Students practice journal writing and essay writing several times a week, as well as engage in group activities regarding books they are reading in their classrooms. The ESL teacher provides instruction in Balanced Literacy (writing and reading workshops, shared reading and guided reading), phonics, math, science, social studies, and grammar. The ESL teacher is cognizant of the themes and topics and vocabulary being studied in the new ReadyGen ELA curriculum and supports students accordingly. Students also learn reading strategies (drawing conclusions, sequencing, cause and effect), which helps them in their mainstream classroom. ESL methodologies such as Total Physical Response, Realia, Visual, Books on Tape/CD and scaffolding are implemented in addition to balanced

literacy strategies (writing and reading workshops and guided reading) to develop Basic Interpersonal Communicative Skills and Cognitive Academic Language Proficiency. Higher order thinking skills for content area learning is used as part of the instructional approach. Students engage in collaborative group work and cooperative learning experiences. They are immersed in lessons that provide explicit instruction in the structure of English, building background knowledge, vocabulary and oral language. The ENL pushes in to provide targeted Common Core Instruction to ELLs based on what is being covered in the classroom. During pull-out Stand Alone ENL periods the ENL curriculum depends on what the classroom teachers are teaching in their classroom; if the classroom teacher is providing science instruction at the time that the ESL teacher is pulling out their ESL students, then the ESL teacher will also provide science instruction keeping in mind the needs of the students. Since the CR Part 154 revisions offers some flexibility during other content areas other than ELA, the ESL teacher offers integrated instruction during Science, Social Studies and Math using the Go Math curriculum, and includes the above mentioned strategies and supports during her instructional time.

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

We offer a freestanding ENL program which supports students in their home language through the use of glossaries and vocabulary lists, etc. Students may take NYSTP assessments in Math and Science in their home language. The ESL teacher makes this recommendation based on the student's level of proficiency in English and the home language.

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

Common Core standards place a high emphasis on speaking and listening, as does the new ReadyGen curriculum being used at PS 19 for the second year. Unit tests and benchmark assessments from ReadyGen provide a clear picture of ELL development in the speaking and listening modalities. Reading and Writing are also assessed 4x per year with running records and student work. Collaborative planning between the ESL teacher and classroom teachers, and utilizing data from regular assessments throughout the units, we can ensure that ELLs are provided instruction in all 4 modalities in English and are also assessed and monitored accordingly in all 4 modalities, while reinforcing any lower achieving areas identified through informal and formal assessments including the NYSESLAT.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

6.a. We currently do not have any SIFE students in the future we are prepared to meet the needs of SIFE students by implementing a program that incorporates all ESL methodologies and materials throughout the student's daily instruction. Students would be taught using a multi-sensory and multi-culturally approach. Our ESL teachers would work closely providing native language supports and the use of technology to meet education goals and incorporating TPR, expository learning, teacher modeling, small group work, role play, explicit reading intervention, and additional native language supports such as translated materials and native language instruction during extended day periods.

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

6.c. PS 19 currently has 2 students receiving services for at least 4 years. They are immersed in lessons that provide explicit instruction in the structure of English, building background knowledge, and academic vocabulary development. As reflected by the NYSESLAT, many of these students need additional support in developing writing and/or reading strategies; therefore a strong focus is provided in these areas. Through small group instruction and one on one conferencing the ESL teacher works on developing academic English using reading and pre-reading activities and strategies such as prior knowledge, finding and understanding key vocabulary, text-to-self connections, main idea, retelling, and critical thinking. Similar work is done in order to develop strategies and skills to meet their academic writing needs.

6.d. We currently do not have any Long Term ELLs, but in the future we would offer students who have been in NYC schools six or more years receive instruction based on their needs. Depending on their proficiency level, they would receive instruction for one or two periods or more depending on their needs by integrating core content instruction and providing the necessary support for student progress. The ESL program is not only rich in developing language through phonics and reading instruction, but students would also receive instruction in developing reading and writing strategies in all content areas.

6.e. The ESL teacher continues to work with these students even after they have achieved Proficiency/Commanding levels on the NYSESLAT. The amount of time she devotes to each student after they have reached these levels varies by individual student, but they receive no less than the 90 minutes per week as mandated. In addition, these students are given testing accommodations for two years of reaching proficiency in the NYSESLAT. All the testing accommodations are implemented as

Chart	per NYS allowances, on time extension, separate location, additional reading, bilingual glossaries, oral translations of low-incidence language, and native language writing responses.
7.	<p>For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student’s academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to <i>ELL Policy and Reference Guide, Re-Identification of ELL Status</i> section.</p> <p>Due to our small population and careful monitoring of ELL identification process, the process would take a lot less time and the student would be re-identified correctly. Also, if the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian, believes that the student may have been adversely affected by the determination, the school would provide additional support services to the student as defined in CR Part 154-2.3.</p>
8.	<p>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?</p> <p>Our school is utilizing four different software programs to provide support and accelerate English language learning for ELLS with disabilities. They are: Lexia Learning software which provides native language support in Spanish, Fastforward, Imagine Learning (language support in 12 languages) and Istation. These programs provide detailed progress reports for the students which teachers use to provide more targeted instruction in weak areas. The ESL teacher works closely with the classroom teacher and other providers as per the student’s IEP, and coordinates and plans accordingly to ensure that each student is receiving grade-appropriate instruction while adhering to IEP mandated services and goals</p>
9.	<p>How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?</p> <p>The ESL teacher provides integrated instruction into 12:1:1 classrooms to provide targeted instruction to ELLS WD without disrupting their schedule within the classroom. The technology teacher (who is also a licensed special education teacher) works with ELLS with disabilities during their prep time to provide access to Imagine Learning software and individual tutoring.</p>

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

Chart	PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
	ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
	STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
	INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
	FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
	TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
	STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.						

**Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.*



*Note “other approved services” does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <u>per week</u> (540 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <u>or</u> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <u>or</u> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

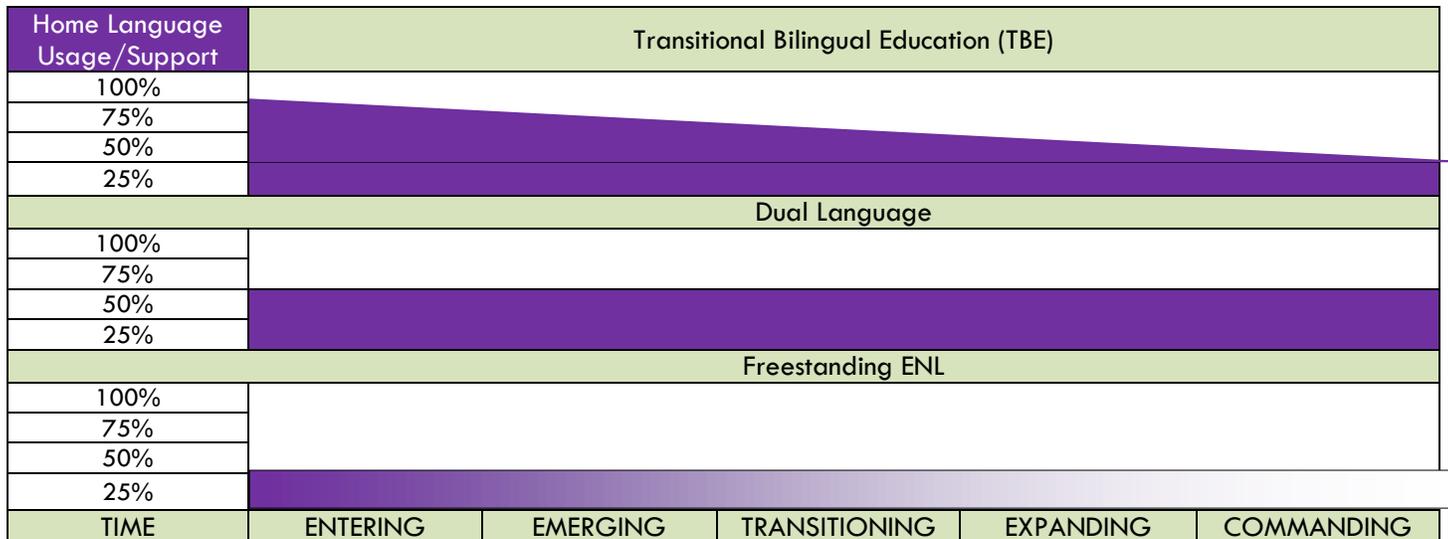


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. The ESL teacher works closely with all classroom teachers of ELLs in order to stay abreast of what students are learning and what content areas they may need additional support in. The ESL teacher works closely with cluster teachers, such as technology and science teachers to keep working on specific strategies and skills necessary for ELL success. The main focus is on reading and writing development and ELLs scoring in the proficient areas in listening and speaking but advanced or intermediate in reading and/or writing areas of the NYSESLAT. Support and interventions are provided focusing on strategies needed for ELA, Math and other content areas. Native language and transferring of content area knowledge is supported through the use of native language books, dictionaries, and computer software, plus direct translation through google translate and

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

ELA:

- Grades 3-5 are using materials from Schoolnet and Kaplan Learning Services to focus AIS on NYS learning standards that students need additional help to master.
- Guided Reading Strategy groups are used in all grades.

During Technology Instructional time ELLs have access to Imagine Learning English program.

Mathematics:

- GoMath curriculum is emphasized. Translated versions of GoMath materials are provided in Spanish.

During Technology Instructional time students are able to use GoCentral.com to reinforce and support classroom learning.

Science:

- Professional development for classroom teachers on using Foss kits and other hands on science activities
- Increase the use of appropriate science vocabulary through greater focus on word study and interactive word wall
- Test sophistication PD in science for 4th grade classroom teachers

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

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

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

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

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

No services to ELLs will be discontinued during the 2015-16 school years.

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

The students in the ESL program include those in mainstream classrooms, self-contained special education, and Collaborative Team Teaching Classes. ESL students are encouraged and supported in becoming part of any special programs offered in our school community such as Test Prep afterschool program, 3rd Street Music School, Musical Mentors, Rosie's Broadway Kids, Studio in a School, Go project, etc.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

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

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

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

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Every effort is made to support each student at his/her age-appropriate grade level. The ESL teacher works closely with the classroom teachers to ensure that the ELL student is receiving grade level curriculum in all areas. By being able to push-in and pull-out based on student needs the ESL teacher is able to differentiate instruction that corresponds to the student's age and grade level. With close classroom teacher collaboration the ESL teacher is able to provide resources and scaffolds that provide support to ELLs students throughout the day.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
During the month of June, PS 19 provides an orientation to all parents of newly enrolled English Language Learners. During this orientation all school programs are discussed and parents are able to view a video that gives them information regarding the different ELL programs available. Objectives, materials, standards and assessments of the ENL program are shared with the parents during the orientation. Parents have an opportunity to meet the school principal, assistant principal, coaches and ENL teacher. The ENL students are also targeted to participate in the ENL Summer Enrichment Program provided by the ISC. During the school year the ENL teacher provides individual and/or small group parental meetings to provide all the necessary information regarding parental choices and best options for student programs. Once a student is initially evaluated and placed in an age/grade appropriate setting the ENL teacher provides ENL services offering an integrated and stand alone model in accordance with CR Part 154 Revisions and flexibility, while monitoring student progress closely and collaborating with classroom teachers to provide ENL support and methodologies in the mainstream classroom.
19. What language electives are offered to ELLs?
N/A
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
PS19 has one ESL Teacher. Ms. Rosales stays current by attending several workshops a year provided by our District and Borough Field Support Center specifically focusing on developing best practices for ELLs and Common Core Standards. This information is then distributed to all classroom teachers of ELLs to better provide ELL support while maintaining rigorous content and language demands. Recognizing that all teachers teach ELL students, PS 19 provides ongoing professional development. All teachers meet on Mondays from 2:30 to 3:30 for ELA and Math PD which includes ELL strategies. In addition, a paid consultant from Generation Ready meets with teachers during their double prep period on the following days throughout the year:
September 21st (Monday) and 28th (Monday)
October 15th (Thursday)
November 9th (Monday) and 16th (Monday) and 30th (Monday)
December 10th (Thursday)
January 11th (Monday) and 25th (Monday)
February 22nd (Monday)
March 7th (Monday) and 28th (Monday)
She addresses specific ELL student issues with teachers and incorporates ELL strategies into her Monday afternoon sessions for the entire staff.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
PS19 has one ESL Teacher. Ms. Rosales stays current by attending several workshops a year provided by our District and Borough Field Support Center specifically focusing on developing best practices for ELLs and Common Core Standards. This information is then distributed to all classroom teachers of ELLs to better provide ELL support while maintaining rigorous content and language demands. Many of these workshops focus on delivering Common Core-aligned instruction and collaborating with classroom teachers to ensure academic success for all ELLs. Another important area of focus is content area instruction for ELLs, this fall Ms. Rosales will be attending: Developing Academic Language for ELL in Mathematics for Elementary Schools and Analyzing the Language Demands of the Science Register: The Literacy Connection Institute (K-12). The information from these sessions will be shared with her colleagues during our Monday professional development time.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Many of our ELLs have tested out at this point and/or are at the advanced level, where the focus is on reading and writing strategies and developing academic vocabulary. Our ESL teacher works closely with the guidance counselor, classroom teachers and parents to provide guidance and assistance for the transition of ELLs into middle school. She maintains a close professional relationship with the middle school housed in our building and discusses any issues regarding a student's transition into middle school.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
PS 19 provides Professional Development Workshops on Mondays which include Ms. Rosales conduction workshops and presentations on ELL methodologies and strategies. These workshops meet and the CR Part 154.2 15% of total hours for all teachers. In order to meet the 50% of all hours for her PD, Ms. Rosales attends workshops offered through our Borough Field Support Center and DELLS. This fall, Ms. Rosales will be attending: Developing Academic Language for ELL in Mathematics for Elementary Schools and Analyzing the Language Demands of the Science Register: The Literacy Connection Institute (K-12). The information from these sessions will be shared with her colleagues during our Monday professional development time.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

PS 19 has designated every Tuesday after school for parent engagement. At this time, our ESL teacher conducts meetings with parents, and works on reaching out to parents via phone, e-mail, newsletter to keep parents updated on the ENL program, student progress in ENL and in their mainstream classroom. At this time, the parent meetings include 1 to 1 meetings with their classroom teacher to discuss student progress and assessments. Translation is provided for parents through PS 19 staff and through the interpretation and translation unit.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parent involvement is crucial for ELLs to achieve proficiency in the English language. We work hard to be inclusive of all ELL families, and several workshops are held throughout the year to provide parents with assistance to ensure their child's social and academic success. Due to the number of foreign languages spoken, translation will be used to facilitate communication with parents at these gatherings. Parent workshops, are held throughout the school year by the ESL teacher and the Literacy Coach providing reading and writing strategies for their children to use in school and at home.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our ESL teacher and parent coordinator work together to help ELL parents enroll in a GED program at Marta Valle High School, and with Home Base, a CBO which helps families new to the country obtain housing. Our parent coordinator and literacy coach also conduct workshops for parents to help them learn strategies and ways to support their students at home. These workshops are posted in our monthly newsletter and our parent coordinator maintains a close relationship with parents to keep them informed and involved in upcoming events. The ESL teacher holds individual meetings with each ELL and his/her parents when he/she articulates to middle school. Middle school choices and continuation of ESL services are discussed.
5. How do you evaluate the needs of the parents? We collect data from parents in several ways, including information from HLIS forms, lunch forms, and other ATS documents. Our parent coordinator is bilingual (Spanish) and translates for our Spanish parents as needed. We also meet with parents and discuss their needs during open school night, Meet the Teacher Evening, ESL Open Houses held throughout the year and ESL parent breakfasts and workshops hosted by the ESL teacher and other staff when applicable.
6. How do your parental involvement activities address the needs of the parents? All meetings and workshops held throughout the year focus on meeting the needs of parents.

D. Additional Information

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

Paste response here:

Part VI: LAP Assurances

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jacqueline Flanagan	Principal		10/15/15
Janet Chasin	Assistant Principal		10/15/15
Marivette Cruz	Parent Coordinator		10/15/15
Esperanza Rosales	ENL/Bilingual Teacher		10/15/15
Ana Horton	Parent		10/15/15
Esmahan Succar	Teacher/Subject Area		10/15/15
Jennifer Chan	Teacher/Subject Area		10/15/15
Corinne Nieves	Coach		10/15/15
	Coach		
Cindy Lerner	School Counselor		10/15/15
Daniella Phillips	Superintendent		10/15/15
Maria Broughton	Borough Field Support Center Staff Member _____ <u>Manhattan</u>		10/15/15
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **01M019** School Name: **Asher Levy**
Superintendent: **D. Phillips**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnedoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

Our methodology to assess written and oral interpretation needs is to study the school home language surveys, Part III of the Home Language Identification Survey (HILS), ATS Reports of Preferred languages, information on the Blue Card data, and the information provided by parents when completing any school and/or teacher surveys. The information tells us how many families require communication in a language other than English. From this data, we have found the four most common occurring languages to be Spanish, Chinese, Bengali and Arabic. We are able to provide translation for these languages by direct translation from our staff and/or through services provided by the Interpretation and Translation Unit.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

We have four major foreign language needs groups: Spanish, Chinese, Bengali, and Arabic. Other languages that students and parents speak are Albanian, Korean, German, Bosnian, Taglog and Romanian. These findings have been discussed with the PTA and the parent coordinator and our Language Access Coordinator.

Our ESL teacher and parent coordinator are bilingual and handle much of the oral translation from English to Spanish.

The ESL teacher presents this information at the faculty conference in November of each year. In

addition, teachers are given a copy of the CEP each year, which includes all of the ELL data

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Parent Handbook, monthly Principal Newsletter, SLT Meeting notices, parent flyers, G&T application information, NYS testing information, parent teacher conference announcements, PTA flyers

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

We contact the Translation and Interpretation Unit two weeks prior to each of the parent teacher conferences which are held 4x per year: September, November, March and May. In addition, parent involvement is held every Tuesday from 2:30 to 3:30. IEP meetings are held in accordance with student IEPs, ENL orientations and workshops, Coach and parent coordinator hold parent workshops 2X per month. Attendance teacher and school staff reach out to parents as appropriate.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

We rely on DOE translations of essential documents in many cases, such as letters to parents about summer school and gifted and talented testing, etc. We create flyers of upcoming events at the school in 3 languages, English, Spanish and Chinese. Our Language Access Coordinator ESL often uses babelfish.yahoo.com and google translate to produce quick written translation in a variety of languages. The principal puts out a monthly newsletter which is distributed in English and Spanish. The ESL teacher notifies ESL parents about Title III events in 3 languages, English, Spanish and Chinese.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

The ESL teacher uses volunteer translators such as family members and friends for translation of low incidence languages, such as Tagalog. During the 2015-16 school years, we plan to continue utilizing the Language Translation and Interpretation Unit to help us serve these populations. We rarely have had occasion to use an outside vendor for written translation services.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

We have many Spanish speakers in our school community who are able to provide oral and written translations in that language. Oral and written translation services for Bengali, Chinese and Arabic have typically been difficult to provide, however we have found the Language Translation and Interpretation Unit to be very helpful in serving these populations. We use outside vendors for oral translations of exams, such as the NYS Math exam in low incidence languages such as German or Bengali. One of our PreK teachers is fluent in both Cantonese and Mandarin, and provides oral translations in those dialects. Our Language Access Coordinator provides all school staff with updated information for Translation and Interpretation Services available. Providing Post cards and posters for parents to point to so that the Home Language can be identified and proper translation is provided.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Our school has several Welcome Posters posted at key locations as parents are entering our building and again in the main office so they can easily point to their native language and a translator can be provided. Our Language Access Coordinator has posted signs in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services by the main entrance, near the main office and in vestibule outside of the auditorium. Translated signs, in the covered languages, are available at <http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm>

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

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

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

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

We pay careful attention to our parent feedback on the school survey and incorporate this information into our CEP goals. We also take informal surveys of parents during open school afternoon and evenings, PTA executive board members also provide feedback from parents.