

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DBN: (i.e. 01M001):**

**31R019**

**School Name:**

**P.S. 019 THE CURTIS SCHOOL**

**Principal:**

**MARY PETRONE**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Public School 19 School Number (DBN): 31r019  
PreK-5  
Grades Served: \_\_\_\_\_  
School Address: 780 Post Avenue, Staten Island, NY 10310  
718-442-3860 718-815-2862  
Phone Number: \_\_\_\_\_ Fax: \_\_\_\_\_  
School Contact Person: Mary Petrone Email Address: [mpetron@schools.nyc.gov](mailto:mpetron@schools.nyc.gov)  
Principal: Mary Petrone  
Jeanne Raleigh  
UFT Chapter Leader: \_\_\_\_\_  
Angela Carcamo  
Parents' Association President: \_\_\_\_\_  
Maria Farano-Rodriguez  
SLT Chairperson: \_\_\_\_\_  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Maria Farano-Rodriguez  
Student Representative(s): \_\_\_\_\_  
\_\_\_\_\_

**District Information**

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

**Borough Field Support Center (BFSC)**

BFSC: Staten Island Director: Kevin Moran  
715 Ocean Terrace, Staten Island, NY 10301  
Director's Office Address: \_\_\_\_\_  
[kmoran2@schools.nyc.gov](mailto:kmoran2@schools.nyc.gov)  
Director's Email Address: \_\_\_\_\_

Phone Number: 718-556-8367 Fax: \_\_\_\_\_

## 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<br>(Blue Ink) |
|------------------------|---|-------------------------|
| Mary Petrone           | *Principal or Designee  |                         |
| Jeanne Raleigh         | *UFT Chapter Leader or Designee   |                         |
| Angela Carcamo         | *PA/PTA President or Designated Co-President  |                         |
|                        | DC 37 Representative (staff), if applicable   |                         |
| Maria Farano-Rodriguez | Title I Parent Representative (or Parent Advisory Council Chairperson)  |                         |
|                        | Student Representative<br><i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> |                         |
|                        | Student Representative<br><i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> |                         |
|                        | CBO Representative, if applicable   |                         |
| Evelyn Rosario         | Member/ Teacher   |                         |
| Ellen Overbye          | Member/ Teacher   |                         |
| Milagros Colon         | Member/ Teacher   |                         |

| Name             | Position and Constituent Group Represented | Signature (Blue Ink) |
|------------------|--|----------------------|
| Audrey Batz      | Member/ Paraprofessional                   |                      |
| Caprice Dixon    | Member/ Parent                             |                      |
| Christina Espada | Member/ Parent                             |                      |
| Linda Homme      | Member/ Parent                             |                      |
| Lisa Allen       | Member/ Parent                             |                      |
|                  | 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.

| <b>The Six Elements of the Framework for Great Schools</b>  |
|---|
| <b>Rigorous Instruction:</b> 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. |
| <b>Supportive Environment:</b> 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.

1. PS 19 is located in West Brighton, Staten Island. It is a PreK-5<sup>th</sup> grade school in good standing. Its community is diverse with 64% Hispanic, 17% African American and 18% Caucasian and other ethnic groups. We have a high poverty level with all students receiving free lunch as we are deemed a Universal Feeding School. We have 111 mandated ELLs and 125 students with disabilities.

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

In partnership with parents and community, we believe:

→ All students have unique abilities and talents which we will build on through a variety of teaching strategies, resources and emerging technology.

→ The arts play an important role in developing the whole child. Therefore, PS 19 will offer art enrichment in a consistent and ongoing manner.

→ Data driven instruction provides each student with an individualized educational plan. This plan respects personal learning styles and empowers each student to become responsible learners. Therefore, we will analyze, review and utilize meaningful data to advance teaching and learning.

→ Children learn best in a safe, caring environment. This environment values diversity, collaboration and risk taking. Therefore, PS 19 will give social skills the same attention as academic skills.

→ Through teaching children cooperative ways to handle conflict, students will cultivate respectful, responsible and positive relationships which can lead to productive citizenship. Therefore, we will encourage children through programs and practices to practice good citizenship and service to our community.

→ As we prepare our students for the global society in which they will contribute, we will stress Dual Language Strategies to encourage students to be bilingual and bi-literate .

2. We have 4 Self-contained classes with students who have identified disabilities which range from learning disabilities, autism, emotionally challenged and speech/language and health related issues. Their needs are both health related and academically related. Further, we have an ICT class on every grade with support from paraprofessionals and multiple instructional supports.

• We have over 111 mandated ELLs with home language primarily Spanish. Their needs are more intensely focused on language acquisition. We have 2 full time ELL providers that push into classroom instruction to support students.

3. PS 19 initiated our Dual Language program in 2009. Starting with kindergarten, each year the program progresses to the next grade. Presently, PS 19 has six dual language classes from K-5<sup>th</sup> grade. Our goal is to foster awareness and

appreciation of bilingualism and biculturalism in our community. Our intention is that our curriculum promotes equal status of both languages English and Spanish, and is sensitive to the cultural and linguistic backgrounds of students. Curriculum development and an implementation plan aligned to the Common Core State Standards is followed by our dual language teachers. PS 19 has been identified as a model dual language school by the DOE for the school year 2015-2016.

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

Through multiple venues, we promote collegial leadership. It is our hope/intention to have PS 19 become a center for lead learners. Our approach, through this initiative, is to address raising student achievement through high level teaching practices. Collegial Intervisitation and focused, powerful teacher teams are established, their purpose is to nurture collegial advancement. PS 19 is becoming a place where educators can transform their practices and build skills they need for a successful career and to advance student learning for all learners. In 2014-2015, 6 teachers and 3 administrators were participants in a year-long Teacher Leadership Program. Additionally, a TDC coach was an on-site coach that strengthened ICT teacher teams with a leadership focus. In 2015-2016, four more teachers and administrators will participate in TLP training.

#### Our Focus 2015-2016

In 2015-2106, we will continue to build distributive leadership among teachers through TLP programs, TDC coach and lead instructional teams in both monolingual education and dual language.

In 2015-2016, we expect to provide 6 week cycles of in-depth, strategical, content related professional learning to nurture professional growth. In 2015-2016, our instructional focus will be to improve teacher clarity in developing assessment capable learners.

### 31R019 School Information Sheet

| School Configuration (2014-15)                                  |                      |   |     |   |
|---|----------------------|---|-----|---|
| Grade Configuration   | PK,0K,01,02,03,04,05 | Total Enrollment                                | 625 | 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   |
|   |                      |   |     | N/A   |
| School Composition (2013-14)                                    |                      |   |     |   |
| % Title I Population  | 74.2%                | % Attendance Rate                               |     | 92.6%   |
| % Free Lunch  | 67.5%                | % Reduced Lunch                                 |     | 2.6%  |
| % Limited English Proficient                                    | 16.2%                | % Students with Disabilities                    |     | 20.5%   |
| Racial/Ethnic Origin (2013-14)                                  |                      |   |     |   |
| % American Indian or Alaska Native                              | 0.8%                 | % Black or African American                     |     | 16.8%   |
| % Hispanic or Latino  | 63.8%                | % Asian or Native Hawaiian/Pacific Islander     |     | 5.6%  |
| % White   | 10.7%                | % Multi-Racial                                  |     | 2.2%  |
| Personnel (2014-15)   |                      |   |     |   |
| Years Principal Assigned to School (2014-15)                    | 13.18                | # of Assistant Principals (2014-15)             |     | 2   |
| # of Deans (2014-15)  | N/A                  | # of Counselors/Social Workers (2014-15)        |     | N/A   |
| Personnel (2013-14)   |                      |   |     |   |
| % of Teachers with No Valid Teaching Certificate (2013-14)      | N/A                  | % Teaching Out of Certification (2013-14)       |     | N/A   |
| % Teaching with Fewer Than 3 Years of Experience (2013-14)      | 0.1%                 | Average Teacher Absences (2013-14)              |     | 5.09  |
| Student Performance for Elementary and Middle Schools (2013-14) |                      |   |     |   |
| ELA Performance at levels 3 & 4                                 | 27.3%                | Mathematics Performance at levels 3 & 4         |     | 33.8%   |
| Science Performance at levels 3 & 4 (4th Grade)                 | 90.2%                | 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  |                      | 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                                      | YES                  | Limited English Proficient                      |     | YES   |
| 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                                      | YES                  | Limited English Proficient                      |     | YES   |
| 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  | 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                  |   |     |   |
| 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.

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

- Meet the target in ELA for this school year.

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

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

In our Quality Review from 2015, our instructional focus will be to improve teacher clarity in developing assessment capable learners.

Therefore, looking at this data and knowledge of our students, we have made instructional decisions to improve both student progress and narrowing the achievement gap in ELA and Math by looking at our initial assessments in September 2015 and collaborative inquiry looking at student work and determined instructional decisions that will target, enhance and implement rigorous instruction and CCSS aligned-curriculum that will support students. We will align this goal to our 2015-2016 Instructional Focus.

### 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 by 1% the number of students achieving Level 3 and 4 on the New York State Assessments in ELA and Math.

**Part 3 – Action Plan**

| <p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>  | <p><b>Target Group(s)<br/>Who will be targeted?</b></p> | <p><b>Timeline<br/>What is the start and end date?</b></p> | <p><b>Key Personnel<br/>Who is responsible for implementing and overseeing the activity/strategy?</b></p> |
|--|---|--|---|
| <p>Strategies for</p> <ul style="list-style-type: none"> <li>• Scaffolding and differentiated strategies and materials will be provided for RTI students for targeted interventions – these may include skills that have been identified by the teacher as areas of need for students. These may be addressed by specific instruction such as; RazKids, Awards Reading; Intervention support from ReadyGen and GoMath, reading volunteers</li> <li>• Implementation of Math Enrichment Cluster using methodology from Metamorphosis, Exemplars and Fosnot materials with students building fluency in number sense and problem solving</li> <li>• Specific instructional support for ELLs and SWD will be implemented throughout the lessons and will address student specific needs and accommodations.</li> <li>• Teachers will make evidence-based adjustments to their units, lessons, and teaching practices for all students with consideration of RTI; SWD and ELL students. This will be forged by professional learning, collaborative planning, and inquiry teams, inter-visitations, walkthroughs and developing critical friends. This will be done in professional learning, collaborative planning, and inquiry teams</li> <li>• Articulating specific content and language objectives</li> <li>• Integrating explicit and implicit research-based vocabulary instruction</li> </ul> | <p>ELL and SWD students, all teachers</p>               | <p>Ongoing all year</p>                                    | <p>All teachers</p>   |

|  |              |                       |  |
|--|--------------|-----------------------|--|
| <ul style="list-style-type: none"> <li>• Providing opportunities for students to discuss content and problem-solve with peers</li> <li>• Anchoring instruction by strategically using research-based practices (e.g., multimedia, visuals, graphic organizers, etc.)</li> <li>• Providing special education supports, services, accommodations and specially-designed instruction to meet the specific instructional needs of ELLs with disabilities</li> <li>• Designing, selecting and implementing a high-quality curriculum that meets the needs of Early Learning ELLs, and supports the New York State Prekindergarten Foundation for the Common Core</li> <li>• Using academic language and content area supports to strategically move ELLs along the language development continuum utilizing New York State Bilingual Common Core Progressions</li> <li>• Creating intentional opportunities for all teachers to collaborate and design instruction, analyze student work, and develop rigorous lessons</li> <li>• Providing substantial and sustained opportunities for all teachers to participate in meaningful professional development that addresses the needs of ELLs, including home and new language development</li> </ul> |              |                       |  |
| <p>Professional Development</p> <p>Teacher pedagogy will be advanced by their attendance at professional learning on PD Mondays; professional development workshops given by NYCDOE and District 31; Danielson Rubric and Observation reports.</p> <ul style="list-style-type: none"> <li>• Teachers will adjust Curriculum Maps and Lesson Plans to include specific techniques that focus on SE, ELL and SWD.</li> </ul>   | All teachers | Monday<br>PD all year | Instruct. Team., Teacher Leader Team, PD Team, offsite facilitators (differentiated by topic), turnkeyed by workshop participant |
| <p>Parent Engagement</p> <p>Teachers will communicate regularly with parents and develop transparent, trusting relationships through updating class page on e-Chalk; contacting parents regularly on their child’s progress and providing workshops for parents to help them assist their children make progress. Several topics such CCSS standards and curriculum expectations; assessments; work habits; behavior and how they can help their children during Parent Engagement on Tuesdays; and meeting with parents during the four parent-teacher workshops will be addressed.</p>   | All students | Ongoing all year      | All Teachers   |

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

|  |          |   |                                |  |            |   |                  |  |                   |                      |
|--|----------|---|--------------------------------|--|------------|---|------------------|--|-------------------|----------------------|
| <b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.                    |          |   |                                |  |            |   |                  |  |                   |                      |
| All Teachers: Administration; Paraprofessionals; Related Service Providers   |          |   |                                |  |            |   |                  |  |                   |                      |
| ELA: ReadyGen Curriculum; Socratic Discussion; Guided Reading and Independent Libraries; TCRWP assessments; Words their Way; Foundations; RazKids; Awards Reading; various trade and web-based materials including |          |   |                                |  |            |   |                  |  |                   |                      |
| Math: Go Math Curriculum; resources for Math Congress discussion; Calendar Math.   |          |   |                                |  |            |   |                  |  |                   |                      |
| <b>Part 4b.</b> 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 | X | Title II, Part A |  | Title III, Part A | Title III, Immigrant |
|  | C4E      |   | 21 <sup>st</sup> Century Grant |  | SIG/SIF    |   | PTA Funded       |  | In Kind           | Other                |

**Part 5 – Progress Monitoring**

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| <b>Part 5a.</b> 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. |
| Mid-Point Monitoring for Reading Assessment and Math Progress Monitoring will be done in January 2015/March 2015.   |
| 2015-2016 Public School 19 Assessment Plan  |

| School-wide                 | Assessment   | Grade Level                | Frequency  | Month/Benchmark                                       |
|-----------------------------|--|----------------------------|--|---|
| ELA, Math and Content Areas | Success Criteria   | K-5                        | Ongoing  | Unit Benchmarks                                       |
| ELA                         | READY GEN  |                            |  |   |
|                             | Baseline Assessment  | K-5                        | 1 time/year  | September   |
|                             | PBA's or   | K-2                        | 6 times/year   |   |
|                             | Culminating Project based on Learning Targets  | 3-5                        | 4 times/year   |   |
|                             | TC Running Records: May be given ANYTIME   | K - 2 or Level O and below | 4 times\year or as needed for progress monitoring            | September – October 3<br>January<br>March<br>May/June |
|                             |  | Level P - S                | 3 times\year   | September - October 3<br>February<br>May              |
|                             |  | Above Level S              | 2 times \year  | September – October 3<br>May                          |
|                             | Print Readiness;<br>Letter Sound Recognition   | K<br>1-2 as needed         | 2x in Fall term; as needed throughout the year until mastery | September – October 3<br>November                     |
|                             | High Frequency Words/Spelling Inventory  | K                          | 2 times\year   | January<br>March                                      |
|                             |  | 1 – 2                      | 3 times\year   | September<br>January<br>April                         |
|                             |  | 3-5                        | As needed  |   |
| Additional ELA Assessment   | Pre-Post Lesson Assessment<br>Guided Reading<br>Student Reflections<br>Raz-Kids<br>Reading A-Z | K-5                        |  |   |

|      |   |     |                                  |  |
|------|---|-----|----------------------------------|--|
|      | Reading Responses<br>Exit Slips<br>Teacher Observations'<br>Rubrics<br>Culminating Project Based Learning<br>Spelling Inventory<br>Technology Presentations<br>Teacher Observations |     |                                  |  |
|      | <u>Go Math</u>  |     |                                  |  |
| Math | Progress Monitoring   | K-5 | Grade Level Standards Assessment | September – October3<br>January<br>May\June 10 |
|      | Unit Tests  | K-5 |                                  |  |

**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 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.

#### **School’s strengths:**

- 96% of parents felt school offered a wide variety of courses, extracurricular activities and services
- All teachers are participating in Leadership professional development
- School Lighthouse Team ( 13 members representing all grades, Special Education and Dual Language)
- Instructional team (members representing grades K-5 and ELLs and SWD) and Dual Language team K-5
- Adapted The Leader in Me process in 2013/2014 – ongoing
- Teachers have volunteered to provide one-to-one mentoring for students who have excessive lateness, absences or behavioral problems. This has resulted in a decrease in reports of harassing, intimidating and bullying behavior among students.
- Guidance counselor has begun a boy’s club that meets once a week over lunch to counter bullying behaviors
- Guidance counselor and students from Wagner College held 3 anti-bullying assemblies for students in all grades.
- Formation of student Lighthouse Team (Leadership League) comprised of 4<sup>th</sup> and 5<sup>th</sup> grade students who meeting weekly before school to discuss global issues and how students can take action.
- Weekly recognition of student leaders in grades K-5.
- The guidance counselor and parent coordinator host monthly workshops for parents to introduce the 7 habits.

#### **School’s needs:**

- 25% of teachers felt order and discipline were not maintained
- Increase in ELA and Math scores from 2015 state testing
- Review OORs data and plan personalized interventions for repeated students
- Increase participation in student-led conferences

- Teachers and parents participation in maintaining order and discipline in the building.

### **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, 100% of students in grades K-5 will compile and maintain Student Data Portfolios to set personal and academic goals, and monitor their progress according to success criteria.

### **Part 3 – Action Plan**

| <p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>                         | <p><b>Target Group(s)<br/>Who will be targeted?</b></p> | <p><b>Timeline<br/>What is the start and end date?</b></p> | <p><b>Key Personnel<br/>Who is responsible for implementing and overseeing the activity/strategy?</b></p> |
|---|---|--|---|
| <p>Research based instructional programs :<br/>Implementing The Leader in Me process the school will:</p> <ul style="list-style-type: none"> <li>• Incorporate 7 habits (Franklin Covey) into daily lesson plans</li> <li>• Focus in depth on one habit each month through Student Journals, literature aligned to 7 Habits of Happy Kids</li> <li>• Create class, personal and family mission statements</li> <li>• Form a Student Lighthouse Team (Leader League) renewed</li> <li>• Adult Lighthouse Team to identify staff members to mentor students</li> <li>• Ensure all new staff are trained for initial (1<sup>st</sup> year) adaption</li> <li>• Lighthouse Team (staff) meets monthly to plan and discuss further implementation</li> </ul> | <p>Teachers/<br/>students/<br/>Staff</p>                | <p>Sept-June</p>   | <p>Teacher/ Students<br/>Lighthouse Team Coach<br/>from Covey/ Custodians</p>                             |

|   |                  |           |  |
|---|------------------|-----------|--|
| <ul style="list-style-type: none"> <li>• Viewing videos on TLIM</li> <li>• Ongoing community Coach training</li> <li>• Designated time (one period each week)</li> <li>• Custodians input for the enhancement of interior/exterior of school</li> <li>• Creating intentional opportunities for all teachers to collaborate and design instruction, analyze student work, and develop rigorous lessons aligned to the 7 habits</li> <li>• Providing substantial and sustained opportunities for all teachers to participate in meaningful professional development that addresses the needs of all students</li> </ul>   |                  |           |  |
| <p>Rigorous Instruction</p> <ul style="list-style-type: none"> <li>• ELL students will review/reflect on their data with input from their ESL provider</li> <li>• SWD will review/reflect on their data with input from the Special Education teacher referring to the IEP</li> <li>• Continue with a Student Lighthouse team including ELLs and SWD</li> </ul> <p>Strategies for</p> <ul style="list-style-type: none"> <li>• ELLs &amp; SWD will engage in learning through increased participation &amp; discussion techniques and monitor their own learning using their Data Portfolios</li> <li>• Design and deliver instruction that is culturally and linguistically appropriate for all diverse learners, including those with Individualized Educational Program</li> <li>• Provide integrated and content instruction to support language development through language-focused scaffolds. Bilingual, ESL and other content-area teachers will collaborate purposefully and consistently to promote academic achievement in all content areas</li> <li>• Utilize materials and instructional resources that are linguistically, age/grade appropriate, and aligned to the Common Core Learning Standards</li> </ul> | Students         |           | ESL Teachers/ Sp. Ed teachers/ providers/ guidance counselor               |
| Parent Engagement   | Parent/ Teachers | Nov. –May | All staff, guidance counselor, bilingual parent coordinator, teachers, PTA |

- PS 19 Cares Day – parents/students/staff invited to enhance the values, shared beliefs and behavior of all various stakeholders within the school community
- Monthly bilingual parent workshops will explain each of the 7 habits and how they can be incorporated at home
- Students are selected and the parents will be notified each month of leadership qualities (one for every class)
- Specific book lists are distributed for parents to read at home with child(ren)
- At the May parent/teacher conference, the parent participates as child presents and the teacher guides
- PS 19's website on E-Chalk (PS19R.org) will highlight the 7 habits each month and at the parent workshops. This website can be viewed in many languages
- Provide parents with resources that enable them to make informed decisions about their children's education
- Provide parents with all pertinent information about their rights and program choices
- Provide training to parents in English and in their home language on effective strategies to support their children's learning in and out of school.
- Engage parents as active participants, contributors and cultural liaisons to the school community
- Share with parents and family members the high expectations that schools have established for the education of all GE, ELLs and SWD and engage them in the pursuit and achievement of those expectations
- Collaborate with the school support personnel and immigrant community-based organizations in order to address the multiple needs of families of GE, ELLs and SWD
- Teachers will communicate regularly with parents and develop transparent, trusting relationships through updating class page on e-Chalk; contacting parents regularly on progress and providing workshops for parents to help them assist their students make progress covering several topics such as CCSS and curriculum expectations; assessments; work habits; behavior and how they can help their children during Parent Engagement on Tuesdays; and meeting with parents during the four parent-teacher conferences

|  |   |                   |   |
|--|---|-------------------|---|
| <ul style="list-style-type: none"> <li>• Guidance Counselor will incorporate internet and bullying workshops for students and parents</li> </ul>   |   |                   |   |
| <p>Professional Development</p> <ul style="list-style-type: none"> <li>• Lighthouse Team meetings, members invite others to attend Professional Development</li> <li>• Lighthouse Team members model and invite peers to observe, incorporate a personalized and supportive learning environment</li> <li>• Weekly Booster reminders to staff</li> <li>• PD for staff on implementing a preventive, restorative and accountable approach to classroom discipline</li> <li>• Effective handling of a wide array of behaviors</li> <li>• Implementing a range of research-based instructional strategies and core practices to engage all learners</li> <li>• Develop a case management structure to provide effective support for high-needs students</li> <li>• Teacher pedagogy will be advanced by their attendance of professional learning on PD Mondays ; professional development workshops given by NYCDOE; Danielson Rubric and Observation reports</li> </ul> | <p>Staff/<br/>Teachers/ all<br/>students/<br/>parents</p> | <p>Oct – June</p> | <p>Lighthouse team, administrators, coach, guidance counselor</p> |

**Part 4 – Budget and Resource Alignment**

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|---|
| <p><b>Part 4a.</b> 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"> <li>• Ongoing partnership with Franklin Covey and other schools implementing TLIM</li> <li>• Student data portfolios; and student journals/workbooks/ teachers’ guides</li> <li>• TLIM website (license) for videos</li> <li>• Literature (Texts aligned to each habit for all classes)</li> <li>• Lighthouse Team monthly meetings</li> <li>• Posters/banners/ highlighting the 7 habits</li> <li>• Time and schedule for Student Lighthouse team meetings</li> <li>• Materials for displaying, enhancing the core values</li> <li>• Guidance related lunchtime lesson</li> </ul> |

- SI Foundation Grant of \$20,000

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

| X | Tax Levy |  | Title I SWP                    |  | Title I TA |  | Title II, Part A |  | Title III, Part A |   | Title III, Immigrant |
|---|----------|--|--------------------------------|--|------------|--|------------------|--|-------------------|---|----------------------|
|   | C4E      |  | 21 <sup>st</sup> Century Grant |  | SIG/SIF    |  | 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.

- Midpoint benchmark by February, 2016 will indicate fewer OORs incidents in A24 relevant to behavioral infractions.
- Review of all student data portfolios by teachers by February 2016 in readiness for March PTC student led conf.
- Mission Statements displayed on each classroom exterior door/wall by October 2015.

**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.

In conducting a comprehensive assessment of PS 19’s academic program, each grade’s inquiry team was asked to have their grade colleagues fill out a pre-assessment survey entitled “Developing Assessment Capable Learners.” The teachers were to consider how often they address Learning Intentions and Success Criteria, Descriptive Feedback, Self and Peer Assessment, Student Learning Goals and Revision and Evidence of Mastery – Portfolios of Learning. These were asked to utilize these data findings to establish collaborative and collegial learning opportunities.

#### Summarization

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

#### *Strengths of Collaboration*

- There is an active Professional Development Committee that meets regularly to advance opportunities for all teachers and paras. All PD offered is focused around PS 19’s instructional focus, QR indicators and relevant data as defined by Instructional Team members who represent their grade.
- A PD plan is in place for all teachers, and agendas and opportunities are disseminated to teachers in a timely manner. All PD addresses the instructional focus and elements of Citywide Expectations , QR Rubric and Danielson Framework.
- Teacher Leadership Professional Development. Through multiple venues, we are promoting collegial leadership. It is our hope/intention to have PS 19 become a center for lead learners. Our approach, through this initiative, is to address raising student achievement through high level teaching practices. Collegial inter-visitation and focused, powerful teacher teams are established. Their purpose is to nurture collegial advancement. PS 19 is becoming a place where educators can transform their practices and build skills they need for a successful career and to advance student learning.

#### Identify Priority Need

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

### 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, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, teacher inquiry teams will have unpacked and developed success criteria for at least 25% of the standards in ELA and Math.

**Part 3 – Action Plan**

| <p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>   | <p><b>Target Group(s)<br/>Who will be targeted?</b></p> | <p><b>Timeline<br/>What is the start and end date?</b></p> | <p><b>Key Personnel<br/>Who is responsible for implementing and overseeing the activity/strategy?</b></p> |
|--|---|--|---|
| <p>Rigorous Instruction</p> <p>Instructional Team members will participate in Teacher Leadership Programs (2 administrators and 4 grade teacher representatives). In the eleven 3 hour trainings held throughout the school year, this team will learn and bring back to PS 19 teachers the application of how to be more precise in making decisions and determinations that will advance student success.</p> <ul style="list-style-type: none"> <li>• Creating intentional opportunities for all teachers to collaborate and design instruction, analyze student work, and develop rigorous lessons</li> <li>• Providing substantial and sustained opportunities for all teachers to participate in meaningful professional development that addresses the needs of GE, ELLs and SWD</li> <li>• Inquiry teams will adapt practices designed to impact effective teaching and improve student outcomes</li> </ul> <p>Instructional Team Members from each grade will collaborate with the Professional Development Committee to plan support for teachers to learn and then incorporate the following throughout the year.</p> | <p>All teachers and paras</p>                           | <p>10/15-6/16</p>  | <p>Teacher Leaders and Instructional Team</p>   |

- Identify focus (prioritized) standards from which to write learning intentions
- Rewrite learning intentions in student-friendly language
- Teachers communicate learning intentions at the beginning and during instruction in a way that makes sense to students
- PLCs/Impact Teams will develop success criteria collaboratively that identify what success looks like based on the learning intention
- Teachers co-construct success criteria with students
- Teachers use success criteria to guide instruction and assessment

#### Descriptive Feedback

- All feedback will be based on success criteria
- Teachers and students will use three feedback questions to guide learning and instruction. Where am I going? How am I going? What do I need to learn next?
- Design feedback to meet the instructional level of the learner
- Feedback based on success criteria comes from multiple sources – student, peers and teachers

#### Self & Peer Assessment

- Self-assessment is an essential part of our formative assessment process
- Students self-assess based on the success criteria
- Students will utilize self and peer assessment strategies – including reflection, self-questioning and how to give descriptive feedback
- Student access to rubrics and success criteria to use in the self and peer assessment process
- Students/teachers give informed feedback to one another based on the success criteria

#### Student Learning Goals and Revision

- Students set learning goals after receiving feedback
- Students use success criteria in creating learning goals

- Students are taught how to write S.M.A.R.T.E.R. goals to achieve mastery of a focus standard

- Students revise work based on the descriptive feedback

- Students use metacognitive strategies when setting goals

#### Evidence of Mastery – Portfolio Learning

- Students have a system for tracking their progress toward mastery of the focus standards

- Students are regularly asked to examine and reflect on “how and why” they improved or “why” they did not improve

- Students keep a learning portfolio to manage artifacts of learning (e.g. self/peer assessments, learning logs, goal setting templates, etc.)

- Students are taught how to analyze their work (reflection, evaluation) for understanding and mastering concepts and skills; they are also taught learning strategies (metacognition)

- Teachers emphasize improvement, progress, effort and the process of learning more than grades

#### IMPACT TEAM – CURRICULUM CHECKLIST

##### Prioritization

- Standards prioritized vertically (Focus Standards)

##### Pacing

- Focus Standards placed in Units/Supporting Standards

- o ELA: Reading, Vocabulary, Writing, Grammar, Conventions, Speaking, Listening, Technology

- o MATH: Content Standards & Process Standards

- o Other: Content Standards, Process Standards, Content Literacy Standards

- Focus Standards: spiral and/or repeat (multiple times to succeed)

- Focus Standards: DOK 3-4 are introduced early on in the year

##### Formative Assessment

- Time for formative assessment is recommended in pacing

|  |              |            |                                      |
|--|--------------|------------|--------------------------------------|
| <ul style="list-style-type: none"> <li>• Impact team meeting time is recommended in pacing</li> <li>• Learning Intentions &amp; Success Criteria are aligned to Focus Standards</li> </ul> <p>Reengagement</p> <ul style="list-style-type: none"> <li>• Time is given to re-engage students during core time (extra days – week)</li> <li>• Students are re-assessed after “re-engagement”</li> </ul> <p>Student Voice</p> <ul style="list-style-type: none"> <li>• System in Place for Student Tracking of Focus Standards/Mastery</li> <li>• Time is considered for revision and goal setting</li> </ul>   |              |            |                                      |
| <p>Strategies for</p> <p>Instructional Break out groups for each class are established based on the data. This assessment data will be used to adjust curricula and instruction for GE, ELLs and SWD</p> <ul style="list-style-type: none"> <li>• Articulating specific content and language objectives</li> <li>• Integrating explicit and implicit research-based vocabulary instruction</li> <li>• Providing opportunities for students to discuss content and problem-solve with peers</li> <li>• Anchoring instruction by strategically using research-based practices (e.g., multimedia, visuals, graphic organizers, etc.)</li> <li>• Providing special education supports, services, accommodations and specially-designed instruction to meet the specific instructional needs of ELLs with disabilities</li> <li>• Designing, selecting and implementing a high-quality curriculum that meets the needs of Early Learning ELLs, and supports the New York State Prekindergarten Foundation for the Common Core</li> <li>• Using academic language and content area supports to strategically move ELLs along the language development continuum utilizing New York State Bilingual Common Core Progressions</li> <li>• Creating intentional opportunities for all teachers to collaborate and design instruction, analyze student work, and develop rigorous lessons</li> <li>• Providing substantial and sustained opportunities for all teachers to participate in meaningful professional development that</li> </ul> | All teachers | 10/15-6/16 | All classroom teachers and providers |

|   |                |                   |   |
|---|----------------|-------------------|---|
| <p>addresses the needs of ELLs including home and new language development.</p> <p>The use of ongoing checks for understanding and student self-assessment comes in alignment with teacher practices in clearly defining learning targets, information from pre/post assessments and deliberate activities and strategies used to give students opportunities to self-assess their learning during any lesson (ex. Rubrics, exit slips, peer-to-peer reflection on student work, individual student reflections on level of performance based on clear criteria to establish mastery of the lesson objective).</p>  |                |                   |   |
| <p>Parent Involvement</p> <ul style="list-style-type: none"> <li>• Parent Teacher conferences/meetings (4x a year) to inform parents of student progress; frequent 1:1 parent teacher conferences as needed; RTI goals for students (3x a year)</li> <li>• School Leadership, PTA and Title 1 monthly meetings</li> <li>• PS 19 website on eChalk updating information on homework; tips and upcoming events</li> <li>• Parent curriculum orientations; PS 19 Goals for 2014-2015.</li> <li>• Informational workshops for parents specifically in ELA grade expectations</li> <li>• Workshops on Common Core State Standards; Homework Help; Special Education and English Language Learners.</li> <li>• ESL and Native Language Classes for Parents; CookShop for Families Workshops</li> <li>• Parent Coordinator and PTA newsletters; School Messenger system</li> <li>• Teachers will communicate regularly with parents and develop transparent, trusting relationships through updating class page on e-Chalk; contacting parents regularly on progress and providing workshops for parents to help them assist their students make progress covering several topics such CCSS standards and curriculum expectations; assessments; work habits; behavior and how they can help their children during Parent Engagement on Tuesdays; and meeting with parents during the four parent-teacher evening workshops</li> <li>• Provide parents with resources that enable them to make informed decisions about their children’s education</li> </ul> | <p>Parents</p> | <p>11/15-6/16</p> | <p>Parent Coordinator, Teachers, Administrators</p> |

|  |              |            |  |
|--|--------------|------------|--|
| <ul style="list-style-type: none"> <li>• Provide parents with all pertinent information about their rights and program choices in language and format that parents can easily understand and access</li> <li>• Provide training to parents in English and in their home language on effective strategies to support their children’s learning in and out of school</li> <li>• Engage parents as active participants, contributors and cultural liaisons to the school community</li> <li>• Share with parents and family members the high expectations that schools have established for the education of all GE, ELLs and SWD and engaging them in the pursuit and achievement of those expectations</li> <li>• Collaborate with the school support personnel and immigrant community-based organizations in order to address the multiple needs of families of ELLs and SWD.</li> </ul>  |              |            |  |
| <p>Professional Development</p> <ul style="list-style-type: none"> <li>• Assignment of teacher members designated as teacher specialists to attend Professional Developments throughout the year with the provision they turnkey the updates from these meetings to all teachers on the instructional team. Instructional Team members and/or Teacher specialists will turnkey to all teachers</li> <li>• Collegial Walkthroughs by all teachers multiple times a year with the purpose of seeing precision practices in Danielson Framework components that will support ELA/Math best practices</li> <li>• At least 4 Conferences dedicated to Danielson Framework practices and Common Core standard PD designed to advance teacher effectiveness in math</li> <li>• Teacher Leader Inquiry Team PD – Eleven Sessions – 3 hours per session 5 teachers – 3 administrators</li> <li>• Instructional Team PD – 2x a month (to be used to inform inquiry work)</li> <li>• “Critical Friends” feedback PD – available to those teachers who elect to participate</li> <li>• Throughout the year, opportunities for professional development are offered to teachers particularly focusing on curriculum areas especially for English Language Learners <ul style="list-style-type: none"> <li>- Supplemental materials for all classes with ELL students (e.g. Dual language Libraries, Estrellita, etc., Math/Spanish supports</li> <li>-- ELL Service Providers to provide services to English Language Learners</li> </ul> </li> </ul> | All teachers | 10/15-6/16 |  |

- Teacher pedagogy will be advanced by their attendance of professional learning on PD Mondays, professional development workshops given by NYCDOE and CFN, Danielson Rubric and Observation reports

**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.

- Teacher Team Participants – Mary Petrone, Principal, Assistant Principals and at least three teachers of varying grades.
- Scheduled Professional Development to develop Inquiry Protocols and Knowledge Base so as to move from theory to action in developing assessment capable learners.
- Per session to meet 1.5 hours with Instructional Team 2x a month to review Inquiry work and “next steps”
- Professional Development Series on Core collaborative in more informal ways – teachers/administrator team – 3 days per year/cost of subs/Danielson Framework Series
- Inquiry Grade Meetings
- 2x per month/1<sup>st</sup> and 2<sup>nd</sup> Monday during PD time 2:35 pm – 4:00 pm

**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 <sup>st</sup> 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.

The School Instructional Team will meet monthly to review student data and monitor the progress of inquiry groups. By December 2015 all teachers will have attended introductory training in the Core Collaborative and Success Criteria. By February 2016, all grade teams will have unpacked the four focus standards for their grade level. By March 2016, all teachers will have completed a 6-week peer inter-visitation cycle to share feedback and strategies for using Success Criteria to improve student achievement.

**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.

#### *Strengths :*

- The Professional Development Committee meets regularly to plan learning opportunities for all teachers and paras. All PD offered is focused around PS 19’s instructional focus, QR indicators and relevant data as defined by Instructional Team members who represent their grade.
- A PD plan is in place for all teachers, and agendas and opportunities are disseminated to teachers in a timely manner. All PD addresses the instructional focus and elements of Citywide Expectations , QR Rubric and Danielson Framework.
- Teacher Leadership Professional Development. Through multiple venues, we are promoting collegial leadership. It is our hope/intention to have PS 19 become a center for lead learners. Our approach, through this initiative, is to address raising student achievement through high level teaching practices. Collegial inter-visitation and focused, powerful teacher teams are established. Their purpose is to nurture collegial advancement. PS 19 is becoming a place where educators can transform their practices and build skills they need for a successful career and to advance student learning.

#### Priorities:

- Extend opportunities to teachers to visit classrooms in other schools, particularly those who have made inroads implementing the Core Collaborative and developing Success Criteria.
- Increase opportunities for teachers to plan and facilitate professional learning to share best practices.

### **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, 100% of all teachers will have the opportunity to facilitate professional learning to share best practices or turn-key new learning from outside professional workshops.

**Part 3 – Action Plan**

| <p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>   | <p><b>Target Group(s)<br/>Who will be targeted?</b></p>   | <p><b>Timeline<br/>What is the start and end date?</b></p> | <p><b>Key Personnel<br/>Who is responsible for implementing and overseeing the activity/strategy?</b></p> |
|--|---|--|---|
| <p>Rigorous Instruction</p> <p>Response to Intervention for our GE lowest 1/3 students in every class and for ELL lowest 1/3 performing students</p> <ul style="list-style-type: none"> <li>• Period 1 (4x a week) dedicated to providing extra instructional support and tracking of outcomes by classroom teachers and support personnel. Cluster teachers and paras assigned to selected 1<sup>st</sup> and 2<sup>nd</sup> grade classes where there are more than 7 students in need of specific targeted interventions in either ELA and Math with a specifically tracked support plan for those students</li> <li>• ELL, SWD and high needs strategies in Curriculum Maps, IEPs and Lesson Plan</li> </ul> <p>Research based instructional programs include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Guided Reading, Award Reading, Math CCLS, academic websites (Think Central, Reading A-Z) with language supports to address ELL students and Dual Language students</li> <li>• Professional Development – Think Central Tutorial, PD ELL strategies and PD on curriculum maps to incorporate strategies for ELLs and SWD, Instructional Focus PD, ReadyGen/GoMath PD, RTI PD</li> <li>• Strategies to Increase Parent Involvement – PS19R.org website, Academic workshops in ELA/Math for each grade 3x a year. Workshops for Academic websites, Dial-A-Teacher</li> </ul> | <p>Lowest 1/3 performing students in ELA/Math for every class with provision for ELL student groups</p> | <p>10/15-6/16 (3x a wk for 40 min sessions</p>             | <p>All teachers, paras, ELL support personnel</p>   |

|  |   |                   |                            |
|--|---|-------------------|----------------------------|
| <ul style="list-style-type: none"> <li>• Creating intentional opportunities for all teachers to collaborate and design instruction, analyze student work, and develop rigorous lessons</li> <li>• Providing substantial and sustained opportunities for all teachers to participate in meaningful professional development that addresses the needs of ELLs including home and new language development</li> </ul> <p>Math cluster position</p> <ul style="list-style-type: none"> <li>• Using “Context for Learning” and Exemplars and Fosnot investigatory strategies (this interactive math instruction is aligned to the process math as aligned to CCLS</li> <li>• Strategies to address needs of students with disabilities and ELLs are included by use of pictures, charts, graphs and language support</li> <li>• PD for all teachers and parents on this type of math instruction presented in 2 workshops</li> </ul>  |   |                   |                            |
| <p>Involvement in Teacher Leader Program</p> <ul style="list-style-type: none"> <li>• To support PS 19 in improving student achievement by building the leadership capacity of Teacher Leaders to facilitate professional learning communities which focus on collaborative inquiry, instructional improvement and commitment to establishing a collaborative culture based on equity and trust</li> <li>• Strategies to address needs of all students will be accomplished through focused inquiry work among teacher teams</li> <li>• Providing a clear vision for student success that includes high expectations for ELL student achievement and socio-emotional development, supported by a purposeful plan of action that provides multiple pathways to college and career through high-quality programs that meet the needs of ELLs</li> <li>• Providing high-quality instruction for ELLs</li> <li>• Aligning and coordinating fiscal and human resources to ensure that the instructional plan is being effectively implemented</li> <li>• Providing high-quality supports, feedback and direction to educators to improve their instructional practice.</li> </ul> | <p>All teachers, clusters, paras and admin.</p> | <p>10/15-6/16</p> | <p>Teacher leader Team</p> |

|  |                              |                   |  |
|--|------------------------------|-------------------|--|
| <ul style="list-style-type: none"> <li>• Providing a safe and inclusive learning environment that recognizes and respects the languages and cultures of all students</li> <li>• Ensuring districts and school leaders are trained in meeting the needs of ELLs in order to cultivate a school culture of high expectations</li> <li>• Providing high-quality instructional and support services to ELLs with disabilities in alignment with their IEPs and current policies</li> </ul> <p>Involvement in Three Teacher Development Coaching Cycles</p> <ul style="list-style-type: none"> <li>• ICT Focus – cycle 1 &amp; 2 &amp; 3 – Building Teaching Practices within ICT Teams</li> <li>• Cycle 3 - Enhancing Inter-visitation</li> <li>• Sheila Papa, Interschool Teacher Development Coach from Office of Teacher Effectiveness</li> </ul>   |                              |                   |  |
| <p>Parent Involvement</p> <ul style="list-style-type: none"> <li>• Leadership Team Initiatives and Decision making Process</li> <li>• Parent Teacher conferences/meetings (4x a year) to inform parents of student progress; frequent 1:1 parent teacher conferences as needed; RTI goals for students (3x a year)</li> <li>• Parent Resource Suite with available resources and technology; School Leadership, PTA and Title 1 meetings</li> <li>• PS 19 website on eChalk updating information on homework; tips and upcoming events</li> <li>• Parent curriculum teas; PS 19 Goals for 2015-2016.</li> <li>• Informational workshops for parents specifically in ELA grade expectations</li> <li>• Workshops on Common Core State Standards; Homework Help; Special Education and English Language Learners</li> <li>• ESL and Native Language Classes for Parents; CookShop for Families Workshops</li> <li>• Parent Coordinator and PTA newsletters; School Messenger system</li> </ul> | <p>Parent/<br/>Guardians</p> | <p>10/15-6/16</p> | <p>Teacher, Admin and parent coordinator</p> |

|  |                        |            |  |
|--|------------------------|------------|--|
| <ul style="list-style-type: none"> <li>• Providing parents with resources that enable them to make informed decisions about their children’s education</li> <li>• Providing parents with all pertinent information about their rights and program choices in language and format that parents can easily understand and access.</li> <li>• Providing training to parents in English and in their home language on effective strategies to support their children’s learning in and out of school</li> <li>• Engaging parents as active participants, contributors and cultural liaisons to the school community</li> <li>• Sharing with parents and family members the high expectations that schools have established for the education of all ELLs and engaging them in the pursuit and achievement of those expectations</li> <li>• Collaborating with the school support personnel and immigrant community-based organizations in order to address the multiple needs of families of ELLs</li> </ul>   |                        |            |  |
| <p>Professional Development</p> <ul style="list-style-type: none"> <li>• Assignment of teacher and administrative members designated as teacher specialists to attend Professional Developments throughout the year with the provision they turnkey the updates from these meetings to all teachers on the instructional team. Instructional Team members and/or Teacher specialists will turnkey to all teachers</li> <li>• Collegial Walkthroughs by all teachers multiple times a year with the purpose of seeing precision practices in Danielson Framework components that will support ELA/Math best practices</li> <li>• At least 4 Conferences dedicated to Danielson Framework practices and Common Core standard PD designed to advance teacher effectiveness in math.</li> <li>• Teacher Leader Inquiry Team PD – Eleven Sessions – 3 hours per session 5 teachers – 3 administrators</li> <li>• Instructional Team PD – 2x a month (to be used to inform inquiry work)</li> <li>• “Critical Friends” feedback PD – available to those teachers who elect to participate.</li> <li>• Throughout the year, opportunities for professional development are offered to teachers particularly focusing on contents specific curriculum areas including English</li> </ul> | All Teachers and paras | 10/15-6/16 | All teachers, paras admin and off-site personnel |

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|--|--|--|--|
| Language Learners<br>- Supplement materials for all classes with ELL students (e.g. Dual language Libraries, Estrellita, etc., math/Spanish supports<br>-- ELL Service Providers to provide ELL services to students of ELLs |  |  |  |
|--|--|--|--|

**Part 4 – Budget and Resource Alignment**

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|--|
| <b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.  |
| <ul style="list-style-type: none"> <li>• Teacher Team Participants – Mary Petrone, Principal, Assistant Principals and at least three teachers of varying grades.</li> <li>• Scheduled Professional Development to develop Inquiry Protocols and Knowledge Base so as to move from theory to action in developing assessment capable learners.</li> <li>• Per session to meet 1.5 hours with Instructional Team 2x a month to review Inquiry work and “next steps”</li> <li>• Professional Development Series on Core collaborative in more informal ways – teachers/administrator team – 3 days per year/cost of subs/Danielson Framework Series</li> <li>• Inquiry Grade Meetings</li> <li>• 2x per month/1<sup>st</sup> and 2<sup>nd</sup> Monday during PD time 2:35 pm – 3:55 pm</li> </ul> |

|  |          |   |                                |  |            |  |                  |  |                   |                      |
|--|----------|---|--------------------------------|--|------------|--|------------------|--|-------------------|----------------------|
| <b>Part 4b.</b> 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 <sup>st</sup> Century Grant |  | SIG/SIF    |  | PTA Funded       |  | In Kind           | Other                |

**Part 5 – Progress Monitoring**

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|---|
| <b>Part 5a.</b> 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.   |
| <ul style="list-style-type: none"> <li>• Administrators will collect and review the ELA and Math Summary Sheets for each grade generated by Inquiry Teams during 3 intervals in the school year. The first review will take place November 2015, the 2<sup>nd</sup> review will take place January 2016 and the 3<sup>rd</sup> review will be March 2016. Feedback will be given to individual teachers whose classes/students have made or not made gains in alignment with the inquiry decisions established in the action plans</li> </ul> |
| <b>Part 5b.</b> In <b>February 2016</b> , 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.

#### **School’s strengths:**

- Bilingual Parent Coordinator
- Adult ESL Classes
- School Messenger/eChalk website (school website)
- Parent Coordinator’s Newsletter
- CookShop For Families
- Y Afterschool Program/P.A.L. Team
- Reading Volunteers (Grades 1 & 2)
- Leader In Me Parent Workshops
- PTA
- Partnerships with Community Based Organizations through Service Learning Projects (i.e., Parents as Arts Partners/Health Fair)
- Dual Language Program
- Curriculum Workshops
- Parenting Skills Workshops (Title I Parent Involvement Event)

#### **School’s needs:**

- Increase Parent Involvement
- Parent Participation

### 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, PS 19 will increase opportunities for parent participation in school functions (P-T conferences, workshops, etc.) by 3 percent.

**Part 3 – Action Plan**

| <p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul> | <p><b>Target Group(s)</b><br/><i>Who will be targeted?</i></p> | <p><b>Timeline</b><br/><i>What is the start and end date?</i></p>  | <p><b>Key Personnel</b><br/><i>Who is responsible for implementing and overseeing the activity/strategy?</i></p> |
|--|--|--|--|
| <p>Rigorous Instruction</p> <p>The School will offer several workshops throughout the year:</p> <ul style="list-style-type: none"> <li>• ELA</li> <li>• Math</li> <li>• ELL</li> <li>• SWD</li> <li>• Leader In Me</li> </ul>  | <p>Parent/Guardian</p> <p>All students</p>                     | <p>Sept-June</p> <p>Year long schoolwide, March of Dimes 10/15, Penny Harvest 11/15, Grade Level PreK-5 each grade will select one service learning project embedded in the ELA unit</p> | <p>Teachers/Social Worker/Guidance Counselor/Administrators/Bilingual Parent Coordinator</p>                     |

|  |                 |           |   |
|--|-----------------|-----------|---|
| <ul style="list-style-type: none"> <li>• Pre- K (Building Relationships)</li> <li>• Parent Academy Workshops</li> <li>• Through school-wide and grade level service learning projects, students, teachers and families will engage in building empathy, understanding their responsibility as a citizen and the intrinsic benefits of being involved in various service learning throughout the school year</li> <li>• Creating intentional opportunities for all teachers to collaborate and design instruction, analyze student work, and develop rigorous lessons</li> </ul>  |                 |           |   |
| <ul style="list-style-type: none"> <li>• Providing substantial and sustained opportunities for all teachers to participate in meaningful professional development that addresses the needs of ELLs including home and new language development</li> <li>• Work collaboratively with Parents to ensure school is providing them with the necessary tools to help their children succeed</li> </ul>  | Parent/Guardian | Sept-June | Teachers/Administrators /Bilingual Parent coordinator                     |
| <p>Professional Development</p> <ul style="list-style-type: none"> <li>• Provide parents with resources that enable them to make informed decisions about their children’s education</li> <li>• Provide parents with all pertinent information about their rights and program choices in language and format that parents can easily understand and access</li> <li>• Provide training to parents in English and in their home language on effective strategies to support their children’s learning in and out of school.</li> <li>• Engage parents as active participants, contributors and cultural liaisons to the school community</li> <li>• Share with parents and family members the high expectations that</li> </ul> | Parent/Guardian | Sept-June | All teachers/Administrators/Office Personnel/Bilingual Parent Coordinator |

|   |                        |                  |   |
|---|------------------------|------------------|---|
| <p>schools have established for the education of all ELLs and engaging them in the pursuit and achievement of those expectations.</p> <ul style="list-style-type: none"> <li>• Provide interpretation services during PTC and Workshops</li> <li>• Ensure contact information is up-to-date</li> <li>• Collaborate with the school support personnel and immigrant community-based organizations in order to address the multiple needs of families of ELLs .</li> <li>• Workshops (Specific to students' needs)</li> <li>• One on One meetings</li> </ul>  |                        |                  |   |
| <p>Parent Involvement</p> <ul style="list-style-type: none"> <li>• Title 1 Parent Involvement Events/Workshops</li> <li>• Adult ESL Classes<br/>(Tues. &amp; Thurs.)</li> <li>• PS 19 Cares Day/Earth Day – parents-students-staff invited to enhance the values, shared beliefs and behavior of all various stakeholders within the school community</li> <li>• Monthly bilingual parent workshops explaining each of the 7 habits and how they can be incorporated at home</li> <li>• Students explain habits and activities at PTA meetings</li> <li>• Specific book lists distributed for parents to read at home with child(ren)</li> <li>• Student Led Conferences: May 2016 parent/teacher conference, parent participates as child presents and teacher guides</li> <li>• PS 19's website on E-Chalk (PS19R.org) will highlight upcoming</li> </ul> | <p>Parent/Guardian</p> | <p>Sept-June</p> | <p>All Staff/ guidance counselor/ bilingual parent coordinator/All teachers/PTA</p> |

|  |  |  |  |
|--|--|--|--|
| <p>Workshops and the 7 habits on a monthly basis. Website can be viewed in many languages.</p> <ul style="list-style-type: none"> <li>• Phone Messages will be sent out periodically to keep Parent/Guardian abreast of all upcoming school events/workshops</li> <li>• Open house meetings for parents of future Kindergarten students informing them about dual language (includes meeting dual language teachers and students, touring classrooms, video presentation, Q&amp;A for parents, rigorous instructions (Mar/Apr/May</li> <li>• Orientation Tea for each grade – Dual Language specific to program (Sept)</li> <li>• 2 Dual language parent workshops for K-5. One for parents providing support for learning Spanish and one for English learners (Oct/Jan/Apr)</li> <li>• Dual Language celebration of students learning to be bilingual, biliterate and bicultural (June)</li> </ul> |  |  |  |
|--|--|--|--|

**Part 4 – Budget and Resource Alignment**

|  |          |   |                                |  |            |  |                  |  |                   |  |                      |
|--|----------|---|--------------------------------|--|------------|--|------------------|--|-------------------|--|----------------------|
| <b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.    |          |   |                                |  |            |  |                  |  |                   |  |                      |
| <ul style="list-style-type: none"> <li>• Ongoing partnership with Parent/Guardian to address areas of concerns</li> <li>• Coordinate schedule with Key personnel to implement workshops</li> </ul> |          |   |                                |  |            |  |                  |  |                   |  |                      |
| <b>Part 4b.</b> 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 <sup>st</sup> Century Grant |  | SIG/SIF    |  | PTA Funded       |  | In Kind           |  | Other                |

**Part 5 – Progress Monitoring**

|   |
|---|
| <b>Part 5a.</b> 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. |
| <ul style="list-style-type: none"> <li>• PTC &amp; PTA attendance</li> <li>• Workshop attendance</li> </ul>   |

**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.

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

## 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. |                                 |  |   |
| <b>X</b>   | <b>Schoolwide Program (SWP)</b> |  | <b>Targeted Assistance (TA) Schools</b> |
|  |                                 |  | <b>Non-Title I</b>                      |

**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.   |
| <p>All PS 19 teachers are highly qualified. We continue this work specifically to meet this goal by differentiated Professional Development offered to general education and special education teachers; content specialists and related service providers,</p> <ul style="list-style-type: none"> <li>• Professional Development during Monday and Tuesday Professional Development timeslot conferences</li> <li>• Grade conferences (multiple times a month)</li> <li>• Unit Planning Grade Level Meetings - Classroom Teachers (multiple times a month)</li> <li>• ReadyGen, GoMath and CFN 533 PD opportunities: ongoing throughout the year.</li> <li>• Peer Inter-visitations</li> <li>• Feedback through walk-throughs and observations</li> <li>• Annual survey for professional development opportunities.</li> <li>• Assigned mentors for newly hired teachers</li> <li>• Recruitment from NYCDOE Human Resources and CFN Leader. A selection committee will interview candidates and select best match to our schools' needs.</li> <li>• Collaborate with Wagner College and CSI Education Departments to have student teachers and to identify promising teacher candidates.</li> </ul> <p>Recruitment strategies include hiring substitute teachers in order to verify their skills and suitability for teaching at PS 19. If suitable, their names are retained on file, in the event of a vacancy. Liaison with network and local district colleagues to identify effective teachers who are searching for a new appointment. Unsolicited resumes are also kept on file and referred to when a vacancy occurs. Prospective teachers are asked to teach a lesson and attend a group</p> |

interview. The panel consists of members of the administration team. Retention strategies include employing teachers who are on leave as F-status teachers, so that they can maintain contact with the school, and continue to develop their skills. At the end of the school year, a preference sheet is distributed. At this time teachers are welcome to apply for new positions. In addition they may share their requests for changes of position in order to further develop their skills. The administration team makes the selection. So that as these teachers continue to develop their practice and may be placed in assignments where they can perform at their best, a preference sheet is distributed toward the end of the school year. New positions are made known at this time and teachers are invited to apply for those, and also to state their requests for changes of position in order to further develop their skills. The administration team makes the selection.

## **2b. High Quality and Ongoing Professional Development**

Describe the 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).

For the 2015-2016 school year, we have embedded professional development in many ways:

- For Literacy and Math we have teacher teams who attend PD throughout the year and turnkey to staff during PD time slots
- For Danielson Framework, teachers have ongoing PD throughout the year
- Leader in Me: During the school year all staff is being trained in this initiative. This training is being presented by the Leader in Me (Franklin Covey Foundation)
- There is a professional development period built into the schedule. All teachers and staff meet in Professional Learning Communities to analyze data, study student work and plan instruction aligned to CCSS and new curriculum. Teachers receive in-house PD multiple times throughout the year

Throughout the year, opportunities for professional development are offered to teachers particularly focusing on all curriculum areas especially Early Childhood, Special Education, English Language Learners and the Arts. Our teachers and staff have attended anti-bullying, crisis intervention and service learning workshops as they are offered by CFN and the DOE

## **Part 3: TA Schools Only**

### **3a. Use of Program Resources**

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

### **3b. TA Coordination with the Regular Program**

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

## Part 4: SWP Schools Only

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

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

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

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

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

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

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

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

### 4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

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

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

#### 4c. “Conceptual” Consolidation of Funds in SWP Schools

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. 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 consolidated<sup>2</sup>. **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<br>(i.e. Federal,<br>State or Local) | Funding Amount<br>Indicate the amount<br>contributed to<br>Schoolwide pool.<br>(Refer to Galaxy for<br>FY ’16 school<br>allocation amounts) | Place an (X) in <u>Column A</u> below to verify<br>that the school has met the intent and<br>purposes of each program whose funds are<br>consolidated. Indicate in <u>Column B</u> , section<br>references where a related program activity<br>has been described in this plan. |                                  |
|------------------------|--|---|---|----------------------------------|
|                        |  |   | Column A<br>Verify with an (X)  | Column B<br>Section Reference(s) |
| Title I Part A (Basic) | Federal  | 354,497.00  | X   | 16,24, 32, 38, 45                |
| Title II, Part A       | Federal  | 41,433.00   | X   | 16, 45                           |

|                      |         |              |     |                    |
|----------------------|---------|--------------|-----|--------------------|
| Title III, Part A    | Federal | 12,476.00    |     |                    |
| Title III, Immigrant | Federal | 0            | n/a |                    |
| Tax Levy (FSF)       | Local   | 3,265,562.00 | X   | 16, 24, 32, 38, 45 |

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of 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.

<sup>2</sup>The **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.

**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. PS19, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- 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.

### **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 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation 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.

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

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

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

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

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: \_

- By analyzing the 2014 NYSESLAT and NYSISTELL data, the results indicated that majority of our K-2 grade ELLs fall into the Intermediate category, while our 3-5 grade ELLs fall mostly into the advanced category. However, there are some exceptions such as our special ed ELLs (19) of which 18 are Beginner/Intermediate levels. In the areas where the natural process of second language acquisition was not met, it was determined that further academic intervention was necessary to support these students. In order to supplement literacy for the aforementioned students, continued support is provided through our Saturday program for English language learners and their parents, entitled, Aprendiendo Lado a Lado – Learning Side by Side. This program is open to all ELLs, including those that have reached proficiency from Kindergarten through 5th grade whereby they receive support in literacy (reading texts in English and Spanish); math and technology.
- PS 19 currently has 105 mandated English language learners, including former ELLs. All are invited to the Saturday program, including former ELLs who tested proficient in 2013 & 2014). It has been the trend that an average of 40 to 30 % attends regularly. The students are divided into three groups: K/1st grade; 2nd/3rd grade; and 4th/5th graders. This grouping of students allows each teacher to address common core standards aligned to the grade levels. The students rotate every hour to another discipline (literacy, math, technology).
- The Saturday program (Aprendiendo Lado a Lado), meets for 12 weeks from 8:30 – 11:30 AM on the following dates: October 25th, November 1st, 8th, 15th 22nd; December 6th, 13th, 20th, 2014 and again in spring – March 7th, 14th, 21st, 28th, 2015  
Students are also served breakfast from 8:00-8:30 AM and parents are served refreshments.
- The language of instruction is delivered mainly in English; however, there is one component of the program where literature is read in English and Spanish. Presently we have 3 students who speak Arabic & Urdu and when parents or volunteers are available to assist in these low incidence languages, we invite them to participate and share their culture, books and traditions.
- The program is delivered by three teachers: one certified ESL teacher who speaks Spanish, French and Italian; one certified bilingual special ed teacher; one special ed teacher who is also bilingual and one administrator who supervises the program. The program is divided into three segments by the hour and students switch classes every hour (parent accompanies students). There are three focus areas: 1.) Read Aloud is delivered in English and Spanish by one teacher, discussion is generated around the read aloud and students/parents respond in English, or their native language with a follow-up art activity. Art is another venue for our ELLs to express themselves and develop expressive skills. 2.) Math, aligned to the common core, is also a necessary component for our ELLs, since mathematics involves explaining (receptive & productive) strategies for solving problems. 3.) Technology is another topic covered during our Saturday program, students alongside their parents, use Award Reading and/or Razz Kids to strengthen their literacy skills in the computer room.
- The providers are: Dina Tornabene, ESL teacher (literacy); Evelyn Rosario, Bilingual special ed teacher (math), Melanie Rodriguez, special ed teacher who is also bilingual (technology) and Elizabeth Geli, Assistant Principal, supervises the program.
- Materials used for this program are: Read Aloud literature (English & Spanish) and Arabic/Urdu (when available); notebooks for responses to literature; art materials relating to the literature; math exemplars, manipulatives; GO Math ESL Interventions (as per grade); computers for technology using Award Reading Program and Razz Kids (English & Spanish).

## Part C: Professional Development

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

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

Begin description here: \_\_\_\_\_

• Professional development is ongoing throughout the year at PS 19 and we believe all teachers are teachers of ELLs. In order to ensure that ELLs are developing their English proficiency and closing the academic language gap, the ESL curriculum and instruction for ELLs is designed and delivered in a manner so that all students can meet the language demands of the Common Core.

• ESL teachers (2); bilingual teachers in dual language (5); classroom and cluster teachers of ELLs, and the Title III teachers of ELLs share a common prep once a week to meet and plan instruction aligned to the CCSS. The Title III teachers attend specific workshops throughout the year, for example: our Network hosted Professional Development on the new NYSITELL administration; the new categories of NYSESLAT; the implementation of the New Language Arts Progressions (Pre-K-5th grades), and lesson planning aligned to the CCSS (11/5/14). ESL teachers also delivered training to the entire staff (including our Title III teachers) on November 4, 2014, explaining the 5 levels of language development (Entering; Emerging; Transitioning; Expanding and Commanding) along with specific strategies to implement under each stage in listening, reading, speaking and writing. Our Title III teachers will continue to attend professional development offered throughout this year from our Network (533) hosted each month by Mildred Cordova, our ESL Achievement/Assessment Coordinator. Additionally, they have a specific professional development period (every Monday for 80 minutes) where workshops are planned throughout the school year pertaining to ELLs. The first Tuesday of every month (3:15-3:50 PM), the ELL Team (including the Title III teachers) and Dual Language Team meet to develop strategies to implement for our ELLs across the curriculum which have been introduced through either workshops, or videos from Engage NY. PS 19 also sends our Title III and ESL teachers to professional development offered from the Office of English Language Learners (DOE) throughout the year. Our Title III teachers will attend some of the upcoming scheduled workshops: Developing English Language Learners' Mathematical Reasoning in the Early Grades for three days (12/9/14, 2/24/15, 3/25/15); Writing Language Objectives for ELLs in the Mathematics Classroom (11/20/14, 12/5/14). Our Title III teachers have registered for the Online Interactive course: Response to Intervention for ELLs. As new workshops are posted through the OELL and resources are made available through Engage NY (Scaffolding Instruction for ELLs; Common Core videos for ELL Instruction), Title III teachers, ESL teachers and classroom teachers of ELLs are enlisted to attend to the various professional development aligned to supporting ELLs during their professional time (Mondays/ 80 minutes).

• ESL teachers, along with the assistant principal deliver training and information once a month to the teachers of ELLs (including Title III teachers). The topics include: compliance; testing; levels of proficiency; parent outreach by understanding cultural contexts, academic proficiencies and levels of English proficiency, and scaffolding lessons so all ELLs can achieve grade level standards.

• PS 19 recognizes that teachers need support and guidance from instructional leaders who understand the important shifts needed to engage ELLs in complex thinking, talk and tasks anchored in the CCSS. The following are providers for the PD: Administrators/Assistant Principal (who attends PD); network liaisons (delivers PD); ESL teachers; and NYC Office of ELLs.

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## Part D: Parental Engagement Activities

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

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

Begin description here:          Parent Engagement:

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

- The Title III Saturday Program meets for twelve weeks from 8:30 – 11:30 AM (Breakfast is provided from 8:00-8:30 AM) on the following dates:

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

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

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

- Our providers are as mentioned above:

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

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

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

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

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

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

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

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

**Part D: Parental Engagement Activities**

Title 1 Meeting: September 30, 2014  
5th Grade Committee - Middle School Application Process  
Leader In Me Workshop - First Tuesday of every month focusing on one habit (Nov-May)  
Parent & Child (3rd Grade) Art Workshop - November 25, 2014  
Fire safety Meeting with the FDNY- Dec. 11, 2014  
Dial-a-Teacher workshop - Dec. 15, 2014  
Cook Shop for Families - January - June (monthly on Fridays)  
PS 19 Online resources Info Session - Jan 6, 2014  
Parent & Child (5th Grade) Art workshop Feb. 10, 2015  
Health Fair (February, 2015 TBA)  
 -

**Part E: Budget**

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

Allocation Amount: \$11548

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

**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 <b>31</b>                   | Borough <b>Staten Island</b> | School Number <b>019</b> |
| School Name <b>The Curtis School</b> |                              |                          |

### 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 <b>Mary Petrone</b>   | Assistant Principal <b>Cindy Cascante</b>                     |
| Coach   | Coach   |
| ENL (English as a New Language)/Bilingual Teacher <b>Mildred Rios</b> | School Counselor  |
| Teacher/Subject Area <b>Patricia Rodriguez</b>                        | Parent <b>Angela Carcamo</b>                                  |
| Teacher/Subject Area <b>Sam Seidman</b>                               | Parent Coordinator <b>Miguel Felix</b>                        |
| Related-Service Provider  | Borough Field Support Center Staff Member                     |
| Superintendent  | Other (Name and Title) <b>Dolly Sosa-Delgado, ESL teacher</b> |

### 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            | <b>2</b> | Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program   | <b>3</b> | Number of teachers who hold both content area/common branch and TESOL certification | <b>0</b> |
| Number of certified bilingual teachers currently teaching in a bilingual program  | <b>7</b> | Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12] | <b>0</b> | Number of teachers who hold both a bilingual extension and TESOL certification      | <b>1</b> |
| Number of certified ENL teachers <u>not</u> currently teaching in the ENL program | <b>0</b> | 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]     | <b>0</b> | Number of special education teachers with bilingual extensions                      | <b>2</b> |

### D. Student Demographics

|  |            |                      |            |   |              |
|--|------------|----------------------|------------|---|--------------|
| Total number of students in school (excluding pre-K) | <b>632</b> | Total number of ELLs | <b>117</b> | ELLs as share of total student population (%) | <b>0.00%</b> |
|--|------------|----------------------|------------|---|--------------|

# Part II: ELL Demographics

## A. ELL Programs

|   |                                       |                                       |                                       |                                       |                                       |                                       |
|---|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| <b>This school serves the following grades (includes ELLs and non-ELLs)</b><br>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"/>           |

### 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 checked="" type="checkbox"/> | No <input type="checkbox"/>            | If yes, indicate language(s): <b>Spanish</b> |
| 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 # |
| <b>Transitional Bilingual Education</b> |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| <b>Dual Language</b>                    | 1 | 1 | 1 | 1 | 1 | 1 |   |   |   |   |    |    |    | 0     |
| <b>Total</b>                            | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0     |

## B. ELL Years of Service and Programs

| Number of ELLs by Subgroups |     |   |    |   |    |
|-----------------------------|-----|---|----|---|----|
| <b>All ELLs</b>             | 117 | <b>Newcomers</b> (ELLs receiving service 0-3 years)       | 50 | <b>ELL Students with Disabilities</b>                     | 30 |
| <b>SIFE</b>                 | 0   | <b>Developing ELLs</b> (ELLs receiving service 4-6 years) | 37 | <b>Long-Term</b> (ELLs receiving service 7 or more years) |    |

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

|              | ELLs by Subgroups                       |      |     |   |      |     |  |      |     | Total |   |
|--------------|---|------|-----|---|------|-----|--|------|-----|-------|---|
|              | Newcomer ELLs<br>(0-3 years of service) |      |     | Developing ELLs<br>(4-6 years of service) |      |     | Long-Term ELLs<br>(receiving 7 or more years of service) |      |     |       |   |
|              | All                                     | SIFE | SWD | All                                       | SIFE | SWD | All  | SIFE | SWD |       |   |
| <b>TBE</b>   |   |      |     |   |      |     |  |      |     |       | 0 |
| <b>DL</b>    | 37                                      |      |     | 19  |      |     |  |      |     |       | 0 |
| <b>ENL</b>   | 29                                      |      | 18  | 32  |      | 13  |  |      |     |       | 0 |
| <b>Total</b> | 0                                       | 0    | 0   | 0   | 0    | 0   | 0  | 0    | 0   | 0     | 0 |

Number of ELLs who have an alternate placement paraprofessional: 4

## 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     |
| <b>TOTAL</b> | 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   | 20  | 27 | 10  | 16 | 11  | 14 | 5   | 21 | 10  | 21 | 2   | 23 |     |    |     |    |     |    | 0     | 0  |
| SELECT ONE   |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    | 0     | 0  |
| SELECT ONE   |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    | 0     | 0  |
| <b>TOTAL</b> | 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  |
| <b>TOTAL</b> | 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):  
115

Number of students who speak three or more languages: 4

### 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      | 20       | 23       | 20       | 20       | 22       | 11       |          |          |          |          |          |          |          | 0        |
| Chinese      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Russian      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Bengali      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Urdu         |          | 1        |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Arabic       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Haitian      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| French       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Korean       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Punjabi      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Polish       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Albanian     |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Other        |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| <b>TOTAL</b> | <b>0</b> |

## 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 |
|---|----|----|----|----|---|---|---|---|---|---|----|----|----|-------|
| <b>Entering</b><br>(Beginning)              | 1  | 1  | 1  | 1  | 0 | 1 |   |   |   |   |    |    |    | 0     |
| <b>Emerging</b><br>(Low Intermediate)       | 2  | 0  | 2  | 2  | 0 | 0 |   |   |   |   |    |    |    | 0     |
| <b>Transitioning</b><br>(High Intermediate) | 4  | 8  | 3  | 6  | 1 | 0 |   |   |   |   |    |    |    | 0     |
| <b>Expanding</b><br>(Advanced)              | 10 | 12 | 16 | 12 | 7 | 5 |   |   |   |   |    |    |    | 0     |
| <b>Commanding</b><br>(Proficient)           | 1  | 1  | 3  | 1  | 3 | 3 |   |   |   |   |    |    |    | 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 |   |   |   |   | 1 | 1 |   |   |   |   |    |    |    | 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 | 3 | 3 |   |   |   |   |   |    |    |    | 0     |

| NYS ELA |         |         |         |         |       |
|---------|---------|---------|---------|---------|-------|
| Grade   | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3       | 19      | 1       | 1       | 0       | 0     |
| 4       | 7       | 5       | 0       | 0       | 0     |
| 5       | 4       | 3       | 1       | 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        | 9       |    | 11      | 1  | 1       |    | 0       |    | 0     |
| 4        | 8       |    | 4       |    | 0       |    | 0       |    | 0     |
| 5        | 4       |    | 2       |    | 4       |    | 0       |    | 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                     | 0       |    | 3       |    | 8       |    | 1       |    | 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<br>1-25 percentile                                     | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile | Q1<br>1-25 percentile  | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile |
| ELE (Spanish Reading Test) | 10  | 24                     | 11                     | 7                      | 1  | 1                      | 1                      |                        |
| 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.
  - PS19R uses TCRWP to assess early literacy skills of all students, including our ELLs. This assessment tool allows us to track our students from year to year. Starting in Kindergarten with print readiness, alphabet sound/recognition, sight words and running records; we are able to get a picture of the "whole child". The TCRWP assessments are administered minimally four times a year and more frequently for our ELLs to ensure the student is progressing. In writing, we administer Performance Based Assessments that are aligned to the Common Core State Standards at the end of each unit. In our Dual Language classrooms, these assessments are administered in both languages.
 

When a student appears to be stagnant or not advancing, the teacher, along with the ENL provider presents artifacts (running records, student writing samples) to colleagues during a grade meeting. Through the use of protocols, teachers discuss student work and suggest different techniques and strategies that may support the ELL student's progress. The teacher then implements some of these suggestions and reports the outcomes of the implementation to the team after a one or two week intervention plan.

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

Our NYSESLAT data for the 2014-2015 school year reveals that the majority (69%) of our English Language Learners achieved Expanding or Commanding level. Of the 20% of students that tested at the Transitioning level, half of them are in K and 1st and we

expect these students to progress to Expanding level soon. The data reveals that 72% of new admits tested at Transitioning and Expanding level of NYSITELL.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

According to the 2014 NYSESLAT, 75.26% made progress, different of 8.86% above New York City's average of 66.4%, indication that PS19 made AMAO 1 status. According to 2014 NYSESLAT, 10 students attained proficiency (10.31%, 3.99% below New York City average of 14.30%, indicating PS19 did not make AMAO 2 status. However, early in 2015, we were informed that 2 more students attained proficiency by scoring a level 3 or above in the 2014 ELA and therefore, were exempt from taking the NYSESLAT. This data would have showed better progress in meeting the AMAO 2 status. Additionally, 12 students passed in 2014-2015. As a result, level 2 status was achieved for this school year.

4. For each program, answer the following:

- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- What is the school learning about ELLs from the periodic assessments? How is the home language used?

a. We only had one student testing in his home language. The patterns analyzed across grades pertain mainly to students who tested in English. The data reveals that in the NYS ELA exam, 19 out of 21 students in 3rd grade tested at level 1 or 2. In grade 4, 10 out of 12 students scored at levels 1 and 2. In grade 5, 7 out of 8 students scored at levels 1 or 2. In the NYS ELA, none of the ELLs scored at level 4.

In Math, 21 out of 22 students in the third grade tested at level 1 or 2. In grade 4, all 12 students tested scored at level 1 or 2. In grade 5, 6 out of 10 students scored at level 1 or 2.

In Science, of the 12 students tested, 9 scored at level 3 and 4.

b. and c. We have not administered the ELL Periodic Assessments in the past due to the fact that we are administering Benchmark assessments twice a year and Baseline assessments throughout the year. Our teachers of ELLs and administrators analyze these assessments and make decisions for our ELLs based on their needs. In our dual language classroom, 50% of instruction is delivered in Spanish. In our freestanding ENL classrooms, students receive ENL instruction through a push-in model. Both ENL teachers are bilingual (in English and Spanish) and integrate Read Alouds in the students' home language.

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](#).]

5. PS 19 uses a multitude of formative and summative data to guide instruction for ELLs within the RTI framework. Some of the data that is used to assess the student includes: TCRWP running records; NYC Performance Assessment Tests; ReadyGen performance tasks (pre – middle-post); unit tests in Science and Social Studies; Baseline and benchmark assessments; NYSESLAT and NYSITELL; NYS ELA and Math tests; 4th grade NYS Science tests; students IEP's; attendance; lateness; and teacher's observations. Our first implementation of support consists of Tier 1 instruction in the classroom with the teacher who adjusts lessons implemented during the day and delivers supplemental lessons in small strategy grouping to the ELLs based on the specific skills needed. The teacher develops different key domains of literacy to support competencies in reading, writing, listening and speaking. Additionally, the teacher presents instruction that makes direct connections to the ELLs' values and culture. Our ELLs who still struggle after receiving Tier 1 interventions targeting specific skills and competencies may still need more support. As we proceed to Tier 2 intervention, our ENL team reviews the evidence based data and the instruction delivered in the classroom. During the meeting a systematic process for examining the ELL student includes their cultural background, language proficiency in their native language and second language and the results of any of the aforementioned data is reviewed and a plan is created for the ELL student based on the diverse needs of the student. When an ELL student is going to be evaluated for special education services (Tier 3), the decision is made during a thorough analysis of the student's abilities after the above mentioned interventions have been implemented. We are mindful and try to distinguish between a learning disability and language acquisition. We have bilingual psychologists and ENL teachers on our team to assist in this distinction.

6. How do you make sure that a student's new language development is considered in instructional decisions?

6. PS 19 has a diverse population, more than 70% of students are of Hispanic heritage and we are presently seeing a population of Middle Eastern students increase. Students' languages are acknowledged, celebrated and supported and therefore, considered when making instructional decisions. Our parent coordinator and both of our ENL teachers are bilingual (Spanish). Many of our teachers and staff are bilingual (Spanish & Arabic speaking). All communication that is sent home to parents is sent home in the native language as determined by the Home Language Survey. All telephone communications are delivered in Spanish and English. Each classroom has a multicultural library and books in the students' native language are available as are "Word to Word" dictionaries. As an ELL student, the classroom teacher takes into consideration the cultural background of the child and incorporates the students' ethnicity into planning and lessons when appropriate. Our Title III program for ELLs, consists of reading literature in English and Spanish and when available a parent speaking another language is invited to share a story and tradition from their country. PS 19 has a website: [www.PS19R.org](http://www.PS19R.org) which lists all activities and homework assignments for students and parents. This website can be translated in many languages.

The New Language Arts progressions are used to support students in freestanding ENL classrooms. Instruction is targeted according to the students' proficiency level in English (Entering, Emerging, Transitioning, Expanding, Commanding).

The Home Language Arts Progressions are used by teachers in our dual language classrooms (in conjunction with the New Language Arts Progressions) to support students' development of their home language. Attention is given to the performance indicators for each modality (Listening, Speaking, Reading and Writing) to support students in meeting the Common Core State Standards.

Teachers in ENL and Dual Language classrooms will use the progressions to differentiate linguistic scaffolds, develop formative assessments according to proficiency levels, and develop specific language objectives.

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?

7. PS 19 currently has six dual language classes: Kindergarten through fifth grade.

- a.) Our English proficient students are assessed in the second language as follows:

- Kindergarten – 5th grade – teachers use Fountas and Pinnell Spanish Benchmark Assessment System
- Kindergarten – 2nd grade (and for some 3rd graders) – Estrellita

All students are administered Performance Based Assessments in English and Spanish at the end of each module. Target language (Spanish) is measured through a combination of writing samples, reading levels and oral comprehension.

Students in grades 3-5 are also administered the ELE assessment to test their reading skills.

- b.) The level of language proficiency in the target language (Spanish) is lower for English proficient students than the students who speak Spanish. Overall, EPs learn to decode in Spanish by the end of first grade. On average, first graders are reading at a level E/F in Spanish. Their oral proficiency takes a little longer, as research suggests.

English proficient students receive SSL (Spanish as a Second Language) strategies across the content areas. However, some of the English proficient students do have parents that speak Spanish and receive support from them. Workshops are presented to English speaking parents advising how to help their child in the target language. It should also be noted students will not be proficient in the second language for minimally five years.

- c.) 18% of our EPs scored at level 3 and 4 on the NYS ELA test, compared to .05% of ELLs. In NYS Math test, 23% of EPs scored at level 3 and 4 as compared to 11% of ELLs. In the Science test, 80% of EPs scored at a level 3 and 4, compared to 75% of ELLs scoring at levels 3 and 4.

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

8. It is our mission that all students have opportunities to reach their personal best, become responsible, productive citizens and embrace lifelong learning in a risk free environment. It is known in our community that we provide a rigorous academic instructional curriculum to all our students and we adhere to and extend all opportunities to our ELLs and their parents. Over the last two years, we have seen improvement with our ELLs testing results in NYSESLAT and we attribute this to constantly rethinking and restructuring our plans for student achievement. For example, our Title III program, Aprendiendo Lado a Lado, in which parents learn side by side with their child in literacy in English and the native language (Spanish); technology and the arts has flourished over the last four years. We have been able to meet our AYP compliance for our ELLs over the past few years with success. As of our 2012/2013 Progress Report, we are a school in good standing and have meet our AYP.

## 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.

There are four major steps in the ELL identification process.

STEP 1: The Home Identification Language Surveys are administered by trained pedagogues; our two ENL teachers who speak Spanish. The ENL teachers conduct the informal oral interview in the parents' home language if their home language is Spanish. If a parent speaks another language such as Urdu, Haitian Creole, or others, an interpreter is requested through the Translation and Interpretation Unit to support both the pedagogue and the parent during the interview process. Presently we have a Para professional who speaks Arabic on staff who is available for interpretation. The ENL teacher will review the HLIS to determine if the student is a potential ELL. On the Home Language Identification Language Survey there are eight questions and if one of the questions numbering from 1 through 4 is marked as "other than English is spoken at home," and two questions are marked as "other than English is spoken" in questions 5 through 8, the child is a potential ELL. The home language is determined based on a review of

the HLIS and the parent interview and entered in ATS. The HLIS forms are secured in the student's cumulative file.

Step 2: Once the ENL teacher collects the HLIS from parents and determines that a language other than English is spoken at the child's home, the ENL teacher then conducts an in-depth interview with the child in both English and the home language to determine whether the child is eligible to take the New York State Identification Test for English Language Learners (NYSITELL). It is also at this point that the ENL teacher would review the child's IEP, if applicable. NYSITELL eligibility for students with IEPs are determined with the support and guidance of the Language Proficiency Team (LPT), which includes members of the School Assessment Team as well as an administrator, the ENL teacher and the parent. Should the parent speak a language other than English or Spanish, an interpreter or translator will be invited to assist. The LPT will then determine whether the child is eligible to take the NYSITELL.

Step 3: The NYSITELL is administered to eligible students and answer documents are scanned into ATS within 10 school days of enrollment. Furthermore, parents are informed of NYSITELL results and ELL status within 5 days of ELL determination.

Step 4: For all students whose HLIS indicate Spanish as a home language and who are newly identified as ELLs based on NYSITELL results, the Spanish LAB will also be administered and entered in ATS during the same 10 day window. Although the results of the Spanish LAB are not considered in determining ELL status, they do inform instructional and planning decisions in order to provide the student with the best placement.

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).
  2. Within the first 30 days of enrollment, we will identify students entering grades 3, 4 and 5 who may have interrupted or inconsistent formal education (SIFE). The first step towards making this determination happens upon review of the HLIS when the parent is asked to indicate prior schooling. The student is given an oral interview if determined to have SIFE status. If a student with SIFE status scores at an intermediate/transitioning level or higher on the NYSESLAT, SIFE status will be removed.
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).
  3. During Step 2 of the ELL identification process during which the ENL teacher is determining NYSITELL eligibility, the teacher will also conduct a review of the child's IEP. The Language Proficiency Team comprises 5 members: one ENL teacher, one Assistant Principal, the director of Special Education (AP), the SBS team Family Worker and the student's parent. A qualified interpreter will be present at all meetings to ensure that the parent understands the process in his/her native language. If the LPT recommends that the student take the NYSITELL, then the process continues as normal. The LPT may recommend that the student not take the NYSITELL, in which case the recommendation is sent to the principal for review. Upon review, the principal will determine if the student should take the NYSITELL and the principal's determination is then sent to the superintendent for review; the superintendent must make a decision within 10 days. The parent must be notified of the final decision within 3 days and the student must be given the NYSITELL within 5 days. This entire identification process should not exceed 20 days for students entering with IEPs. The parent is then given the Parent survey and program selection form and has 5 days to make a selection. Every effort will be made to reach out to parents to fill out the program selection form, however, if it is not returned within 5 days, the student is then placed in a freestanding ENL program (by default).
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.
  4. Once the NYSITELL is entered in ATS, we have 5 days from that day to distribute the entitlement letters to parents. The ENL teacher prints and sends the letters home with the child's teacher. The letter also states that the parent has the right to appeal within 45 days. The signed copy of the letter is then placed in the student's cumulative folder.
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).
  5. Parents are informed of their child's ELL status within 5 days of determination. The entitlement letter that is sent to the parent specifies that they have 45 days to appeal ELL status decision.
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.
  6. Upon registration, our certified bilingual ENL teachers greet the parent and child and conduct an interview to assess the home language of the parent and the cognitive language of the child. Once NYSITELL is administered, parents are invited to a mandatory meeting scheduled on the ninth day of school. The parent attends an orientation meeting where a video in various languages is viewed explaining the options NYC schools offer to parents of ELLs. Parents are advised of the choices they can select for their child's educational program. They may choose to have their child placed in one of three programs: Transitional Bilingual; Dual Language, Free standing ENL program. ENL bilingual teachers are present at the meeting to answer any questions and concerns. After viewing the video, each program is further explained in English and Spanish. Parents are informed that we presently offer two programs: dual language from Kindergarten through fifth and ENL for all grades kindergarten through fifth grades. Presently we do not have a Transitional bilingual class, but will form one if there are twelve or more students in two contiguous grades upon parent request. Throughout the school year, if new registrants are admitted and based on the HLIS, the ENL teacher interviews the parent

and the child and determines if the child will be administered the NYSITELL. If the child is an ELL, the parent will be invited to view the video within five days and make program determination for their child.

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.  
7. The Parent Orientation is delivered on the ninth day of school and it is delivered for a second time the following week for new registrants and parents who did not attend the first meeting. Invitation letters are sent out to all meetings twice and a follow up telephone communication notice is sent to all parents regarding the meeting. If after two meetings, a parent still does not respond, our bilingual parent coordinator calls the parent up for a one to one meeting on a specific date and time. This meeting is conducted with one ENL teacher, the parent and the parent coordinator at which time the video is once again shown. The three options are explained and the parent makes the program choice. If the parent does not return the Program Selection Form within 5 school calendar days, the student will be placed in the bilingual program offered at the school.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
8. The ENL teacher and the assistant principal monitor the receipt of the Parent Survey and Program Selection forms through a checklist to ensure that they are returned in a timely manner.
9. Describe how your school ensures that placement parent notification letters are distributed.  
9. Once the parents have made their selections, the ENL teacher sends the placement letter home within 10 school calendar days
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
10. All ELL-related documents will be stored in the student's cumulative folder. These documents include: Home Language Identification Survey, Parent Survey and Selection Form, Program Placement Letter, Entitlement Letter (for newly identified ELLs) and Continued Entitlement Letter (for continuing ELLs). Additionally, copies of all documents are kept in a binder labeled ELL Folder of Critical Documents and will be stored in the ENL office.
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.  
11. The NYSESLAT measures English language acquisition in speaking, listening, reading and writing. To ensure that all mandated ELLs are administered the NYSESLAT annually, the two certified bilingual ENL teachers and the assistant principal review class lists of all mandated ELLs, refer to RLER, BESIS, RLAB and new admissions list regularly to determine who is eligible for the NYSESLAT. Our classroom teachers of ELLs receive professional development from the two certified bilingual ENL teachers on the components of the NYSESLAT, including how to administer them and support their students in all four modalities. The professional development is delivered throughout the year to our classroom teachers of ELLs on a monthly basis. Our two ENL teachers administer the speaking modality to all students with another teacher scoring the responses. The two ENL teachers administer all components of the NYSESLAT to the kindergarten students. The classroom teachers of ELLs administer the remaining three sessions. These tests are scheduled on a specific date and time within the administration window. If any ELL student is absent for any session, the ENL teachers proctor the students on a designated "make-up" date. Throughout the year, the ENL teachers provide small group instruction to the ELLs as well as the classroom teachers for all the components. Students are grouped according to the proficiency in each modality in the classroom and lessons are implemented to address the needs of these students based on all four modalities and all instruction is aligned to the Common Core State Standards which includes speaking, listening, reading and writing skills.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
12. The ENL teacher and the assistant principal expedite the continued entitlement and transitional support forms. To ensure that the letters are distributed in a timely manner, a checklist is used.
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).  
13. After reviewing Parent Survey and Program Selection forms, we have identified a growing trend towards the Dual Language program preference. In the 2014/2015 academic school year, about 70% of our parents selected Dual Language as their choice compared to a 50% selection in the 2013/2014 academic school year. For the 2015/2016 academic school year, we continue to see an increase in demand for our Dual Language program. Currently, we offer a self-contained Dual Language model. However, since the demand was so high for the 2015/2016 academic school year, we decided to open a side-by-side Kindergarten Dual Language class. We also were selected as a Model Dual Language School and this has contributed to parents' selection of this program.

# 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.

We have two full time ENL teachers, one is assigned to early childhood (K-2nd grades) and the other is upper elementary (3rd-5th grades). In accordance to the new changes to CR Part 154, the ENL teachers will be delivering the units of study through a combination of Standalone and Integrated ENL. All of our ELLs are in one class on each grade, except for special ed ELLs who are either in ICT or self contained classes. The classes of ELLs with ENL support consists of 40% or less English language learners (heterogeneous) in the classroom with heterogeneous English speaking students ranging from 60% or more. Entering and Emerging ELLs will receive a combination of Standalone and Integrated ENL whereas the Transitioning, Expanding and Commanding will receive ENL instruction through integrated ENL. We have two special ed self -contained bridge classes: kindergarten/first grade and third/fourth grade. These classes have bilingual paras (IEP's) and also receive the mandated units of study from the ENL teacher within both a integrated and standalone model.

- b. TBE program. *If applicable.*

We presently do not have a TBE program, due to parents' resistance to the program.

- c. DL program. *If applicable.*

Our Dual Language program spans from grades K-5 and uses a roller coaster 50/50 model in grades 1-5. In 2015/2016 academic school year, Kindergarten will transition from self-contained to a side-by-side model. The Dual language Program delivers instruction 50% of the time in English and 50% in Spanish. Kindergarten rotates instruction daily from AM to PM and will alternate the two languages in the side-by-side setting. First through fifth grades rotate instruction each day, one day in English, the next day in Spanish. Our Dual Language teachers hold Bilingual Extensions and will be delivering ENL units of study within their dual language classrooms.

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)?

- a. How are explicit ENL, ELA and HLA instructional minutes delivered in each program model?

In the ENL classes, the mandated instructional minutes are supported by the two ENL teachers. The school schedule consists of seven 50 minute periods a day. The ENL teachers will deliver 2 units of study to Entering ELLs (1 unit through Standalone and 1 unit through Integrated). For Emerging students, teachers will deliver half a unit through standalone, and 1.5 units through Integrated). Entering and Emerging students will receive a total of 360 minutes per week. Transitioning and Expanding students will receive 1 unit of Integrated ENL for a total of 180 minutes per week. As specified, the ENL teacher will push-in to a content area cluster teacher for Transitioning students only twice a week (100 minutes). Commanding students will receive half a unit (90 minutes) of ENL through an Integrated model during ELA.

For example, an Emerging student will receive ENL instruction 2 consecutive periods twice a week for a total of 200 minutes. That student will also be pulled out twice a week to receive 100 minutes of standlone instruction. Additionally, the ENL teacher will push in to the cluster for a period and a half (75 minutes). This would total 375 minutes, exceeding the mandated requirements. Both of our ENL teachers speak Spanish and the students' home language is supported through literature, word to word glossaries, bridging strategies and writing in the home language.

Our dual language classrooms follow a two week cycle. On week A, students receive 3 days of English instruction and 2 days in Spanish. On week B, students receive 3 days in Spanish and 2 days in English. On week B, instruction is delivered in English for two days. Teachers provide ENL instruction for a minimum of 4 periods a day. This includes Reading, Writing, Math and a content area of choice (either Science or Social Studies). The teachers differentiate instruction and have small ENL groups on each level according to the NYSESLAT and NYSITELL proficiencies. ELA instruction is also incorporated into the daily schedule through reading, writing, word work and math time blocks. The time block for literacy consists of 135 minutes daily. On week A, students receive ENL instruction 3 days a week, therefore exceeding the mandated units. Home Language is supported extensively on Spanish days, as all content areas are delivered in the target language the entire day.

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.

Students receive ELA instruction through ReadyGen, our Common Core aligned curriculum. The content areas are taught by the classroom teachers of ELLs with ENL teachers pushing in for the mandated minutes, during the literacy block and also during

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

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

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

The Social Studies curriculum also corresponds to the NYC scope and sequence and the Common Core State Standards embedded in the ELA, using the Harcourt program. Teachers attend professional development through the school district on the units taught for each grade. The methods used to deliver the curriculum include, but are not limited to, project based learning, investigative independent model, role playing, teacher and student modeling and technology. Prior knowledge, compare and contrast, research procedures, note-taking, self-monitoring, questioning, class trips, problem solving and procedural skills are some of the learning strategies incorporated for social studies.

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

PS 19 ENL teachers administer the NYSITELL within the first 10 days of registration. If a student speaks Spanish, the ENL teacher administers the Spanish LAB in addition to the NYSITELL. Both our ENL teachers also speak Spanish which ensures understanding of the Spanish LAB. The assessment is recorded and processed which determines the level of native language proficiency for the student. Every ELL student that took the NYSESLAT – results of each modality are reviewed by ENL teacher and classroom teacher who implement instruction for the modality as needed. Our dual language ELLs are evaluated in their native language as follows: K, 1st and 2nd and 3rd grades use Estrellita throughout the entire year to assess letter sounds and decoding skills. All students (ELLs in dual language) are administered running records from the Fountas and Pinnell Benchmark Assessment in Spanish three times a year to determine their reading level and comprehension in Spanish. Additionally, this year our dual language teachers will create Common Core aligned performance tasks upon completion of each unit of study in ELA. Students in grades 3-5 will take the ELE assessment (Reading test). ELLs that are not in dual language and are in a monolingual class with ENL support receive support in their native language through the ENL provider. The ENL teacher provides texts in their native language and if the child only speaks Spanish, the child, if able, writes in their native language.

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

Based on NYSESLAT data and students' scores in all four modalities, classroom teachers are given the results and along with the ENL providers concentrate on these modalities: speaking, listening, reading and writing in classroom instruction and small group work. Speaking skills are specifically addressed throughout the day through questioning and discussion topics from daily lessons. Reading skills are implemented during the literacy block and throughout other content areas as students follow the Common Core (ReadyGen) aligned curriculum. Teachers include independent reading time based on students' levels assessed from running records as well as close reading of texts of high complexity. The classroom teacher and ENL teacher also incorporates Guided Reading lessons minimally three times each week. The writing modality is addressed aligned to the Common Core curriculum (ReadyGen) within the classroom setting and in small group work. The ENL teachers also instruct ELLs in writing during small group work, based on specific writing genres, using Shared Writing, Interactive Writing and Independent Writing. Additionally, the ENL

teachers use the following : Discussions4Learning , an oral vocabulary and language program, based on fine art and real-world photos, using visuals generates discussion topics; Award Reading, a technology based listening and reading program for fiction and nonfiction texts; Raz Kids and Reading A to Z, both technology based leveled listening and reading programs; Teacher’s College Writing Program, is also implemented to enhance writing skills for ELLs; Writing Fundamentals, which focuses on grammar for our ELLs.

6. How do you differentiate instruction for 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

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

a.) Presently our school does not have any SIFE students; however we have established a plan in the event that a SIFE student registers at our school. The plan is as follows: PS 19 will incorporate intervention and emotional support from our guidance counselor, social worker, psychologist and parent coordinator to meet the needs of the student and family. SIFE students will receive the mandated number of minutes per week of ENL instruction based on their proficiency level and in accordance with the NYS CR Part 154. We will provide the students with supplementary reading intervention program based on their reading needs during the day, which will be in addition to their ENL services. Programs that will be utilized are Award Reading, Raz Kids, Reading A to Z. SIFE students will be given a peer-partner student to familiarize them with the school building, rules and regulations. Parents of SIFE students will meet with the bilingual parent coordinator to inform them of the opportunities available to them at school and in our community. Our ENL teacher will meet with the parent and child for an initial interview and provide a parent orientation session for parent option. The ENL teacher will also check in with the SIFE student(s) daily in the morning to assure that they feel comfortable and ease the adjustment. These students would also be invited to our Title III program.

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

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

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

e.) Our former ELLs who have reached Commanding level in NYSESLAT continue to receive half a unit ENL instruction for two years. After the second year of reaching proficiency, the ENL teacher meets with administration and decides which class the student should be in for the upcoming school year and if they still would benefit from ENL push in services with advanced students. Additionally, they receive accommodations on all NY state tests for two years. Once again, these students are included and invited in our Title III program for ELLs.

7. 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 [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

Presently, we have not had any students re-identified as ELL or non-ELL. However, we established a plan of action should we have a student that is re-identified. The ENL teacher will collaborate with the classroom teacher twice a month in to analyze student work. Together, they will look at reading level (decoding and comprehension skills), writing samples, anecdotes and any formative assessments that the teacher has administered to the child. The classroom teacher's input will be significant in determining the academic success of the student. Additionally, the ENL teacher will conduct one-on-one conferences to gauge the student's speaking and listening skills throughout the school year. The re-identification process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL. It must be completed within 45 days of enrollment. The re-identification process will begin upon receipt of a written request from a parent/guardian or the student's teacher. At this point, we will initiate a review of the ELL determination. The re-identification process will take no more than 10 days. The re-identification process will include a review of all documents pertaining to the initial identification process, student's work in English and home language and conversation with parent/guardian. The NYSITELL may be administered if the student never took the test, but under any circumstance should the NYSITELL be given twice. If the student has an IEP, the Committee of Special Education will have input into making this decision. The final decision will be made by the principal. The parent will be informed within 10 days of determination. All documentation will be kept in students cumulative folder. Classroom teachers, ENL teachers and the principal will determine if the student has been adversely affected by the re-identification and will make a decision within 6-12 months whether the re-identification should be reversed.

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

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

9. 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?

As per the amendments to CR Part 154, ENL teachers will provide units of study through a combination of standalone and integrated instruction. We have two ENL teachers, one for kindergarten through second and the other supports third through fifth grades. The ENL teachers have a common prep once a week with each grade to meet and plan lessons with the classroom teacher, including our special ed teachers in both ICT classes and self contained in order to develop instructional plans aligned to the curriculum for our ELLs with disabilities. The ENL teacher provides ENL strategies for small group instruction aligned to the lessons and continues to support the student's home language. All ENL teachers are included in curricular planning and instructional meetings and professional development that are provided for all instructional staff. All content curriculums: ReadyGen; GoMath; Science and Social Studies have components adaptable for students with disabilities. The classroom teacher and ENL teacher review these modifications and implement them during the instruction. Our ENL teachers have access to IEP's of the students they serve. During the common prep, the ENL teachers collaborate with the teacher focusing on the IEP goals and modifying lessons to accommodate the student. Our School Based Support Team consists of a bilingual psychologist, and a bilingual IEP special education teacher and when a student is referred for an evaluation, the team meets with the parent to discuss the least restrictive environment for the child while aligning the best placement for the child, which could be SETSS, ICT or self-contained. If the child's recommendation is to receive SETSS, this is a pull-out model for a specific time and group as indicated in the IEP; if the ELL student with disability is placed in the ICT class, the ratio is 60% general ed/40% special ed students. The ELL student with disability placed in an ICT class would be integrated for the entire school day with non disabled peers and the ENL teacher would provide support for the required mandated minutes. If the ELL child is in a self-contained special ed classroom as determined by the SAT team that the student needs this placement, the ENL teacher also pushes in to that classroom for the mandated units. The ELLs-SWDs in self contained classrooms are integrated during lunch/recess/assemblies/schoolwide functions including all afterschool activities. ELLs-SWD are also invited and attend the Title III program with non disabled ELLs.

Chart

**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.

| ENGLISH 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  | <u>STAND-ALONE ENL</u><br>K-12 Certified ESOL teacher |   | <u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u><br>ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications<br><u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u><br>A certified ESOL teacher and a K-6 certified elementary school teacher<br>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.

Chart

**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 <i>per week</i> (540 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/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 <i>or</i> INTEGRATED ENL in Content Area (180 min.)             | .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/Content Area, <i>or</i> other approved services* |
| TOTAL  | 540 minutes per week   | 360 minutes per week  | 180 minutes per week  | 180 minutes per week                           |   |
| AWARDING CREDITS   | <u>STAND-ALONE ENL</u><br>Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study |   | <u>INTEGRATED ENL</u><br>Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies  |  |   |
| STAFFING/ PERSONNEL  | <u>STAND-ALONE ENL</u><br>K-12 Certified ESOL Teacher  |   | <u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u><br>ESOL or Content Area (7-12) teacher who holds both certifications<br><u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u><br>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.

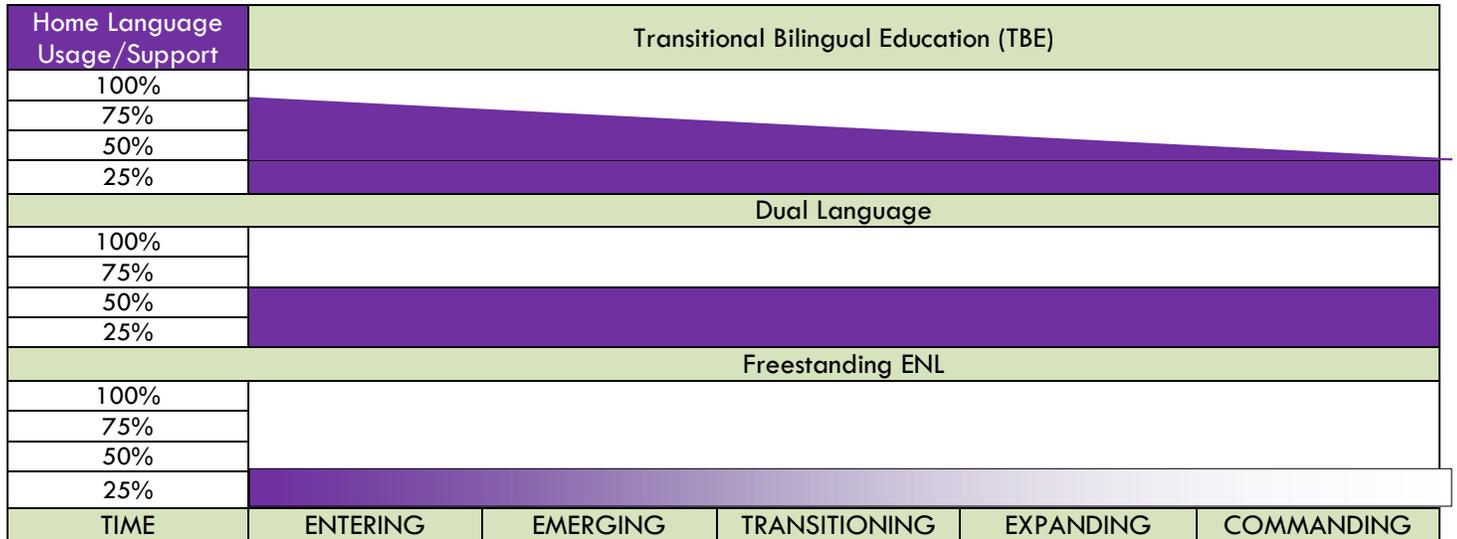


\*Note “other approved services” does not apply to New York City at this time.

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. PS 19 provides intervention for ELLs in ELA, Math and other content areas during a daily RTI period. Classroom implemented RTI Tier I strategies are implemented in the classroom setting by the classroom teacher and the ENL support teacher in small differentiated groups as per needed by specific skill. English language learners receive explicit combined language and literacy instruction, concentrating on the direct teaching of skills and strategies in a way that makes visible the processes of effective readers & mathematicians. The focus of these Tier I interventions are based on decoding, or comprehension skills for ELA, aligned to the Common Core Learning Standards for the grade and also for Math, aligned to the CCLS. In Tier I RTI the focus of the interventions represents the core instructional program presented in the classroom. Based on data (teacher's observation, formative tests, running records), the ELLs are grouped according to their specific needs based on three critical areas to assess reading: students' backgrounds and characteristics; text processing; and text comprehension. The classroom teacher collaborates with the ENL teacher and plans instruction from a skill and strategy prospective after analyzing data from the above three critical areas. Intervention instruction is then planned and implemented in the classroom setting by both the classroom teacher and the ENL teacher. In order to ascertain interventions for math, the teacher together with the ENL teacher analyze the assessments from each unit in GoMath and the performance tasks and based upon this data, devise an instructional plan to support the specific mathematical skills that our ELLs struggle with. Other data that teachers analyze are: NYS tests in ELA, Math and Science (4th and 5th graders; NYSESLAT /LAB-R scores (K-5th); running records (K-5th); performance tests (K-5th). Based on unit tests in Science and Social Studies, the classroom teacher determines what skills need further support and with the ENL teacher, provides this first step in intervention within the classroom setting.
- As a follow up to Tier I interventions, if our ELLs are still struggling after a specified time frame and the above steps have been carried out, a Tier II intervention plan is devised with the teachers and administration. The Tier II plan focuses on more targeted services in smaller group settings and is provided in addition to the instruction in the classroom. Progress is monitored more closely, at least bi-weekly, and the research-based interventions may last from six to twelve weeks. This Tier II intervention is a pull-out, small group meeting with a teacher who focuses for the six to twelve weeks on a specific skill. This "smaller" group-individualized instruction promotes accelerated growth with the following practices: engaging in meaningful text for a major portion of the session; the reading material used for instruction is culturally relevant; the reading material is assessable; group sizes are small; and assessment is used to plan, differentiate and revise the instruction. Similar steps are taken for math, science and social studies based on the CCLS as per grade.
- For students who do not adequately respond to the targeted services and interventions in Tier II, intensive interventions would be provided, in small groups or individually to address ELLs' deficits. Additional testing may also be warranted. Only after Tier III interventions prove ineffective or inadequate would eligibility for specialized services under IDEA be considered.
- Home language of the ELL student is also taken into consideration. Many times, ELLs are perceived as having a disability when the student is still struggling with language acquisition. This consideration is brought to the School Based Support Team, who are bilingual (Spanish) and the team assesses the student in the home language, if Spanish. If an ELL student with a low incident language is under consideration for intervention, a request is made for an interpreter at the time of student testing so the proper outcomes are reached for the student. If it is determined that the student is struggling due to language, the student will not be placed in any special ed program, but will receive Tier I and Tier II intervention, specifically planned for that student.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Presently our current plan for accelerating progress for our ELLs is delivered by the classroom teacher for content (reading, math, content areas) in small group work as a Tier I intervention and for some ELLs' also with a standalone model as a Tier II intervention plan. These teachers concentrate mainly on the content and skills of the discipline. Teachers will be reviewing data based on these plans twice a month during a grade planning meeting to ascertain success, modification, or eliminating the plan. The ENL teacher will concentrate on supporting students and scaffolding in ELA, Math, Social Studies and Science. Academics and language needs are also supported through a variety of lessons and activities which the classroom teachers implement throughout the day in small group work. The Award Reading program is used for ELLs in the classroom (English and Spanish) with regular assessments for reporting progress. The Title III program focuses on literacy in English and the home language (Spanish) in Read Aloud and responses to literature in writing, mathematical problem solving and Readers' Theatre for speaking. The interventions provided to ELLs supports developing language acquisition. The effectiveness of our program affords ELLs more opportunities to succeed academically and linguistically as is evidenced by our improvement in NYSESLAT scores and literacy.
12. What new programs or improvements will be considered for the upcoming school year?
- We will be partnering with Sundog Theatre to implement the 3D Literacy Program, a program for readers that need extra support. We will be targeting the ELLs in the second grades, including students in ENL, Dual Language and ICT classes. We will go forward with implementation of The Leader in Me implementation.
- This program emphasizes developing effective social emotional learning. By integrating leadership development into the daily curriculum and activities, PS 19 hopes to create a culture where every student is encouraged to set and achieve meaningful goals,

be a positive influence on others and develop his or her individual gifts. Our dual language program will now expand to the 5th grade and will run at full capacity.

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

Presently, we will not cut any programs or services to ELLs.

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

English language learners are offered equal access to all school programs by invitation, recommendations and purposeful request. After school and supplemental programs take place during the school year. This year, we were selected to participate in Disney's Lion King production. Ms. Rios, the ENL teacher, was part of this production and supported the English Language Learners in learning and rehearsing the script. All our ELLs (including former ELLs) are invited to our Title III program. PS 19 also offers two after school community based programs, "Virtual Y" and "PAL", (k-5th grades) which all ELLs are invited to. These programs offer homework assistance and various content area activities, which includes trips, social studies, science and performance arts. At the beginning of the school year, the blueprint for ELLs was shared with all teachers in order to support our ELLs in all programs during and after school.

ELLs actively participate in all our programs. PS 19 provides opportunities for all students, including ELLs in order to achieve their personal best, become responsible productive citizens and embrace lifelong learning in a safe and nurturing environment.

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.

One way to better support our ELLs is by using the Language Progressions to determine the right support for their stage of language proficiency. Teachers set language objectives and support students in different ways. For our Entering and Emerging students and ELLs with IEPs, we offer structured support in phonics through Foundations and Words Their Way. Technology for these groups includes apps on the iPad to support language acquisitions as well as videos with songs and chants. For our students at the Transitioning and Expanding level, we offer technology-based programs such as Award Reading, RAZ Kids, Reading A to Z and Discussions for Learning. Students at the Commanding level also use these programs in addition to Reader's Theatre, Time for Kids and Easy English for ELLs.

The Math and Science clusters support our ELLs through the use of manipulatives, explicit vocabulary instruction and technology (videos, apps).

Social Studies units are enhanced through field trips, videos and Project Based learning, where students learn content-specific vocabulary.

In our dual language classrooms, where 50% of instruction is delivered in Spanish, students are also presented with videos, literature and apps in Spanish.

Students in our ENL classes also benefit from literature and videos in Spanish that support the content areas.

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

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

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

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

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).

Our 2 ENL teachers, assistant principal and parent coordinator are all bilingual (Spanish). They provide support to the parents' of ELLs at the beginning of the school year by holding information sessions and parent orientations. Our goal is to ensure that parents are well informed of the programs offered at PS19 and ways that they can be involved.

19. What language electives are offered to ELLs?

Some of the language electives offered to English language learners include: The Dual Language Program (roller coaster model for grades K-5) as of 2013. This program will expand a grade each year. The Title III program, offers literacy in both Spanish and English to all our ELLs, including our former ELLs. Although majority of our ELLs speak Spanish, the dual language program offers them the opportunity to read and write and learn math, science and social studies in their native language.

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)?

For the 2015/2015 academic school year, our Dual Language program will be operating at full capacity from grades K-5.

a.) We have a partial immersion 50/50 model with Spanish as our target language. In grades 1st through 5th, one full day is in Spanish and the next day is English, alternating each day. This year, we will have a side-by-side model in our Kindergarten class.

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

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

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

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

## 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.)  
ELL personnel including all teachers of ELLs will receive professional development in accordance with CR Part 154 in the areas of language acquisition, co-teaching strategies, and alignment with core content area instruction. Teachers of ELLs will receive a minimum of 15% of their required professional development hours and Dual Language teachers will receive a minimum of 50% of their professional development on these topics. Teachers will receive their required professional development hours through a combination of in-house sessions as well as off-site workshops. The in-house sessions will be held during PD time on Mondays. The assistant principal oversees all the programs for ELLs (ENL and Dual Language) and schedules specific workshops for ENL teachers and teachers of ELLs, focusing on explanation of the NYSITELL, NYSESLAT modalities; programs (dual language, TBE and ENL); modifying lessons to accommodate ELLs. We are working in conjunction with the Office of ELLS to register our ENL and DL language teachers to meaningful professional development sessions. Dual Language teachers also attend yearly Estrellita trainings. ENL professional development is scheduled and delivered by the ENL teachers delivering pertinent information about the ELLs and ENL methodologies to incorporate in the classroom. Our ELL paraprofessionals also participate in these workshops. Our bilingual parent coordinator has attended a Cookshop workshop and he will be working with parents teaching them how to cook healthy meals. Instruction is differentiated throughout the school for all personnel members. Professional development is ongoing at PS 19, since we have two new curriculums (ReadyGen & GoMath) and teachers are also given three hours a month of training on Danielson's domains. Additionally, our teachers have a common prep every day and our ENL teachers have a common prep with each grade they support once a week. Twice a month each grade meets on Monday afternoons for inquiry meetings to analyze student work, look for trends and develop lessons to implement for student improvement using specific strategies for our ELLs. Election Day (November) and Chancellor's day provide further time to explore these topics through professional development.
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?  
The Department of English Language Learners and Student Support offers many opportunities for our teachers of ELLs and our ENL teachers aligned to the Common Core Learning Standards. We schedule our teachers for this training while hiring substitutes for the classroom. These teachers will then turnkey information to the staff at the next faculty meeting and also during a common grade meeting for each grade on the following week. Our ENL team also reads and discusses the research brief: Literacy and ELLs downloaded from the DOE website and devises a plan to implement the ideas to the staff throughout the year. They are encouraged to explore the content on the DOE website such as the video series on RTI strategies for ELLs found under the "Educator Resources"  
PS 19 has a PD committee in place, its main goal centers around creating appropriate PD sessions for the staff. It comprises the two assistant principals and 6 teachers, including teachers of ELLs and Special Education teachers. The PD committee will ensure that all teachers of ELLs receive the required hours in topics concerning language acquisition. The assistant principal, in collaboration with the ENL teachers, will offer in house professional development for all teachers of ELLs as well as Dual Language teachers. We have established an ELL committee which will meet once a month. We have also established a Dual Language Instructional Team which will meet on twice a month. In the 2015/2016 academic year, we will focus on supporting our ELLs at different stages of their language acquisition as well as planning language objectives for all lessons. Our Dual Language teachers recently attended a series of 4 workshops presented by Dr. Sonia White Soltero. This series of workshops addressed the most relevant aspects of implementing and sustaining a Dual Language program. The teachers explored ways to schedule their day in order to balance the target language appropriately. They also learned best practices and non-negotiables in a dual language setting.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
3. PS 19 provides informational sessions to assist ELLs as they transition from elementary to middle school by hosting middle school sessions for our fifth graders. The fifth grade teachers are available to meet with parents of ELLs and answer any questions they may have about their child's academic progress. The ENL teachers and the fifth grade teachers, along with the bilingual parent coordinator arrange for visits from middle school administrators who explain the available programs to the students during the school day and also at a PTA meeting for parents. The middle schools also host a visitation day/evening for parents and students at their site at which time parents can tour the building. The guidance counselor also receives professional development at PS 19 through the ENL teachers scheduled four times in the school year. The 5th grade teachers, the bilingual parent coordinator and the guidance counselor also meets with the parents of the 5th graders during the spring to address any concerns they may have with their child's transition. If needed, through the parent coordinator, the guidance counselor arranges to meet with parents of ELLs and the ENL teacher during a 5th grade committee meeting (spring) and during parent/teacher conferences (fall & spring) to present a list of contact information, community resources, maps of the middle schools and public transportation.
4. 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.

As per the new CR Part 154.2, 15% of professional development hours (about 5.25 hours) for all teachers will be dedicated to language acquisition, best practices for co-teaching strategies and integrating language and content instruction for ELLs. All dual language and ENL teachers will receive 50% of their professional development hours (about 17.5 hours) on these focus areas as well. PD will be delivered through a combination of in-house and off-site workshops. In-house PD will take place during Monday PD time. The assistant principal will keep a log to ensure that all teachers meet the required amount of hours. Records will be kept through agendas and attendance sheets that will be stored in the binder of critical documents. Once a month, a period is dedicated to ENL workshops for our teachers to analyze data, predict trends, turnkey information, and RTI for ELLs, always focusing on improving student achievement for our ELLs. When a new teacher is employed or transferred from another school, PS 19 arranges to have the teacher attend at least one outside venue for an ENL workshop and provides in house professional development to meet the requirements. The teacher maintains a record of his/her hours of ENL training and a certificate of the professional development is placed in the teacher's file, located in the main office in a locked file cabinet. In September, notification is sent to all staff reminding them of the requirements of the ENL training and a list of available professional development opportunities that are offered.

### 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?

In addition to parent-teacher conferences and mandated parent orientations for parents of ELLs, classroom teachers will meet with parents of ELLs once during the year to discuss progress in language development, language proficiency assessment results and language development needs. In order to support teachers during this important conference, teachers will receive NYSESLAT scores and proficiency levels. During the time when these conferences are held, the 2 ENL teachers and the assistant principal will be available to offer interpretation services. Teachers have also been advised to use the Translation and Interpretation unit to assist them during conferences. Teachers will record this conference as "ELL conference" along with the date on the student's cumulative folder.

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.

Every effort will be made to reach out to parents in a language that they understand. Teachers will record their annual individual meeting with the parent on the student's cumulative folder. Additionally, there will be a log kept in the binder of critical documents to ensure that all parents are met with. Teachers have been informed of the services offered by the Unit of translation and interpretation so that they may translate important documents or request the service of an interpreter.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. ELL parents are invited to be part of the Parent/Teachers Association, which has bilingual officers and interpreters available. Additionally, we have parents of ELLs on our School Leadership Team and they get the opportunity to voice their concerns and opinions to the administration. We also conduct a Parent Survey during Parent Teacher conferences so PS 19 can get feedback on issues concerning our parents. Our Title III Program is a literacy program where parents of ELLs participate alongside their child(ren) and hear literature read in both English and Spanish and complete follow up activities aligned to the Common Core State Standards. This year, we will be starting our "coffee break" with parents. It will be held on the third Tuesday of every month during parent engagement time. Our dual language classes (k-5) offer parental workshops for parents of English proficient students to support the learning of the target language and for parents of Spanish speaking students to support the learning of English and in some areas the native language. PS 19 offers ENL classes for all parents four mornings each week which are attended by many. Our bilingual parent coordinator offers a cooking demonstration, accompanied by distribution of groceries five times throughout the year, sponsored by Cookshop, focusing on healthy and nutritious meals. We also have a phone messaging service in English and Spanish which is sent to parents reminding them of specific dates and activities. PS 19 offers workshops for parents teaching how to access student information on the computer (Acuity) and our website, PS19R.org, which is available in multiple languages. Our PTA offers snacks to our students at lunchtime twice a week and bilingual parents work at the snack stations. During Parent/Teacher conferences, all teachers are provided with an interpreter to accommodate the parent's native language. Throughout the school year, our bilingual parent coordinator offers parent workshops focusing on topics such as: medical and health insurance; fire safety; community based support organizations (COSTCO). PS 19 also hosts an information session on testing for ELA, Math, Science, NYSESLAT, for parents and the support they can give for student achievement in both English and Spanish.

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

5. How do you evaluate the needs of the parents?

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

6. How do your parental involvement activities address the needs of the parents?

Parent Involvement is based on parent input and student needs. Parents assist teachers in the classrooms as "Class Moms/Dads" for specific trips, activities and events. Parents also receive certification as "reading volunteers", including bilingual speaking parents

to support literacy. Parents are better able to support their children at home if they understand the curriculum and feel part of our school community. Our bilingual PTA sponsors activities such as: Harvest and Spring Dances; Yearbook; 5th grade graduation trip and assembly; Holiday fair; Carnival; and Field Day programs and a Multicultural Evening celebrating ethnicity. School and parental partnership are vital to the academic progress of all students, including ELLs where support and understanding is a constant.

#### **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:

School Name: **PS19 The Curtis School**

School DBN: **31R019**

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) |
|--------------------|---|-----------|-----------------|
| Mary Petrone       | Principal   |           | 9/30/15         |
| Cindy Cascante     | Assistant Principal                                   |           | 9/30/15         |
| Miguel Felix       | Parent Coordinator                                    |           | 9/30/15         |
| Mildred Rios       | ENL/Bilingual Teacher                                 |           | 9/30/15         |
| Angela Carcamo     | Parent  |           | 9/30/15         |
| Patricia Rodriguez | Teacher/Subject Area                                  |           | 9/30/15         |
| Sam Seidman        | Teacher/Subject Area                                  |           | 9/30/15         |
|                    | Coach   |           |                 |
|                    | Coach   |           |                 |
|                    | School Counselor                                      |           |                 |
|                    | Superintendent  |           |                 |
|                    | Borough Field Support<br>Center Staff Member<br>_____ |           |                 |
| Dolly Sosa-Delgado | Other <u>ESL teacher</u>                              |           | 9/30/15         |
|                    | Other _____   |           |                 |
|                    | Other _____   |           |                 |

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **31R019** School Name: **The Curtis School**  
Superintendent: **Anthony Lodico**

### 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.learnndoe.org/tiu/lac](http://www.learnndoe.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

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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.

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

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

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

## **Part B: Creating a Communications Calendar**

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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.)

All school notices are printed in English and Spanish. These include: invitations to workshops, PTA meetings, school events, Townhall meeting, and Parent Teacher Conferences. Parents of our dual language students receive a handbook, available in English and Spanish that outlines the goals and policies of our Dual Language program. In our dual language classrooms, all communication is sent in both languages, this includes the HW assignments.

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.

During the second week of school, we host a "Welcome Back" night, in which parents meet the principal as well as their child's teacher. We hold Parent Teacher conferences three times a year. In November, we host an open house week and parents are welcome to visit their child's classroom. Should there be

any behavior or attendance issues, a parent may be called to meet with : teacher, parent coordinator, guidance counselor and/or an administrator.

## **Part C: Providing Language Assistance Services**

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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.

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

2. Describe 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.

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

## **Part D: Training Staff on Policies and Procedures**

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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.)

Teachers receive an email explaining the services offered by the Translation and Interpretation Unit. This is available on the intranet in a pdf document. Additionally, upon receipt of our Language

Access Kit, teachers will be informed on how to use a language identification guide. They will also receive the information card that explains how to access an over-the-phone interpreter, should the need arise. Teachers will also be informed that they can email any document to [translations@schools.nyc.gov](mailto:translations@schools.nyc.gov) and have it translated into any of the nine languages available. The Language Identification card will be kept at the security desk as well as the main office.

## Part E: Providing Notice of Language Assistance Services

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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

Aligned with chancellors Regulations A-633:

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

## Part F: Monitoring and Quality Control

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

We have planned several workshops and meetings throughout the year with our Dual Language and ELL parents. One way that we assess parent satisfaction is by having conversations with our parents. Parent feedback on the quality and availability of our services will also be assessed with a parent satisfaction survey. We understand that parents of students who are not ELLs may also need language accommodations. In order to ensure that their needs are being satisfied, our language access coordinator, Mr. Felix, meets with parents regularly to gauge the satisfaction of our services. These conversations take place during Welcome Back night, Parent Teacher Conferences and parent engagement time on Tuesdays.