2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (*i.e. 01M001*): 01M019

School Name: P.S. 019 ASHER LEVY

Principal: JACQUELINE FLANAGAN
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Public School 19
School Number (DBN): 01M019
BEDS Code: 310100010019
Grades Served: Pre K - 5th Grade
School Address: 185 First Avenue, New York, NY 10003
Phone Number: 212 533-5340 212 673-1477
Fax: 212 673-1477
School Contact Person: Jacqueline Flanagan
Email Address: jflanagan@schools.nyc.gov
Principal: Jacqueline Flanagan
UFT Chapter Leader: Cindy Lerner
Parents’ Association President: Christina Sahibzada
SLT Chairperson: Nicole Connolly
Title I Parent Representative (or Parent Advisory Council Chairperson): Bien Lee
Student Representative(s): N/A
N/A
CBO Representative: NA

District Information

Geographical District: 1 Superintendent: Carry Chan
Superintendent’s Office Address: 166 Essex New York, NY 10001
Superintendent’s Email Address: cchan2@schools.nyc.gov
Phone Number: 212 356-3881 Fax: 212 353-2945

Field Support Center (FSC)
**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 and Family Engagement Policy 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](https://www3.nyc.gov/site/doles/policies/regulations/a655.page), available on the [New York City Department of Education (NYCDOE)](https://www2.nyc.gov/site/dos/services/school-leadership.page) 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jacqueline Flanagan</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Cindy Lerner</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Christina Sahibzada</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Diane Soltren</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Bien Lee</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Nicole Connolly</td>
<td>Member/ Teacher/Chairperson</td>
<td></td>
</tr>
<tr>
<td>Milagros Parrales</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>-----------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Bernadette Coleman</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Ada Rivera</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Joanne Johnson</td>
<td>Member/ Parent</td>
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<td>Member/</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning — to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear — that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five goals and action plans that align with...

2018-19 CEP

7
the first five elements of the Framework for Great Schools (listed below). The sixth element, Trust, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

### The Six Elements of the Framework for Great Schools

<table>
<thead>
<tr>
<th>Element</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td><strong>Rigorous Instruction</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Supportive Environment</strong></td>
<td>The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Effective School Leadership</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong></td>
<td>School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong></td>
<td>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.</td>
</tr>
</tbody>
</table>

### 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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
3. Systems 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)

**School Quality Guide**

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

**Title I Requirements and Strengthening Title I Parent Involvement**
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
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<tbody>
<tr>
<td>Vision of PS 19</td>
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<tr>
<td>We act on our beliefs:</td>
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</tbody>
</table>
All children can learn. We teach our students to be interdependent learners (I learn from you, you learn from me, we learn from each other).

We develop effective classroom environments:

Classrooms are designed to support the needs of our students.

We create a professional learning community:

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

We work together to support our students:

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

We strive to:

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

2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

PS 19 is a grade Pre-K-5 school located on First Avenue between E. 11th and E. 12th streets in the East Village of Manhattan. PS 19 was built in 1956 and is housed in a well-kept building.

Our school serves approximately 250 students; the school population like the surrounding neighborhood is ethnically diverse. PS 19 is a Title One, School Wide Project school. Title One funds are used to fund a data center, academic intervention and small class size. PS 19 offers several types of special education services including Special Education Teacher Support Services (SETSS), ICT and special education self-contained classes, as well as related services.

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

In September 2013, we selected two new programs (ReadyGEN for English Language Arts and Go Math for Mathematics) to meet the objectives of the Common Core State Standards. Our educational program emphasizes the workshop model for literacy and math, enabling all of our students to be active participants in their learning process.

We strongly believe that the arts should be an important part of a school’s academic program. We work with 3rd Street Music School to provide music classes to all of our lower grade students and Nest classes, as well as a Hip Hop class for grade 4 during the school day. Musical Mentors provides individual instrumental music lessons to students after school. Rosie’s Kids provides a theater program to our fifth graders. We partner with Studio in a School to provide an after school visual arts program for all grades. Our full list of partners includes: 3rd Street Music School, Studio in a School, Generation Ready, New York University (NYU), NYU America Reads and Counts, Metropolitan College, SUNY Cortland, Columbia University Musical Mentors, Super Happy Healthy Kids After School Program, NY Cares, GoProject and Rosie’s Kids and PENCIL.

PS 19 was pleased to be chosen as the location for the Mayor’s press conference to release citywide ELA and Math test scores in August 2015, due to the school's notable rise in test scores during the 2014-15 school year.

PS 19 is in good standing with the New York State Education Department, and was designated a Reward School (based on High Progress) by the New York State Education Department for the 2017-2018 School Year.

3. Describe any special student populations and what their specific needs are.

In September 2009, PS 19 opened its first Autism Spectrum Disorder Nest Program (ASD/Nest) Kindergarten class. The ASD/Nest program provides a 12:2 learning environment for students with Asperger Syndrome, in which they learn alongside typically developing peers. The ASD/Nest program has grown to include one class on each grade from K-5.

4. Identify 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.

The PS 19 school community always operates with the Framework for Great Schools in mind. However, we are particularly proud of the growth we have made in the areas of:

**Collaborative Teaching and Rigorous Instruction:**

Our teachers work together on tight knit grade level teams to plan and continue the increase the customization of the curricula for their students. Several units of study culminate in a curriculum and unit of study display. Each display is interdisciplinary, and reflect units in ReadyGEN (reading/writing), Go-Math, Science or Social Studies. Project based learning extension activities are a part of each display and engage students more deeply in the content.
A quality review was conducted during the 2016-2017 SY. The reviewer noted as a strength:

"Common Core alignment and using textual evidence to support arguments in curricula, classroom-based academic tasks and school-wide projects have resulted in the promotion of college and career readiness for all students and curricular coherence across grades. Emphasis on rigorous habits and higher-order skills requires that all students demonstrate their thinking."

Supportive Environment and Strong Family Community Ties:

PS 19 was selected to participate in the Trust for Public Land (TPL) and NYC Playgrounds program in 2017. The purpose of this program is to redesign school playgrounds and other public places in New York City. One of the key components of the program is to include students in the design of new play spaces for children. Towards that end, TPL and their landscape architects meet with 3 or 4 groups of students once a week for 10 weeks (plus an additional morning for a field trip to a completed TPL playground) at each of the playground sites during the 2016-2017 school year. We proudly opened our beautiful playground on June 18, 2018. This newly designed space is a priceless resource for our students and their families.
### School Demographics and Accountability Snapshot for 01M019

<table>
<thead>
<tr>
<th>School Configuration (2018-19)</th>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Learner Programs (2018-19)</td>
<td>PK,0K,01,02,03,04, 05</td>
<td>257</td>
<td>Self-Contained English as a Second Language</td>
<td>N/A</td>
</tr>
<tr>
<td>Special Education Programs/Number of Students (2015-16)</td>
<td># Special Classes (ELA) 21</td>
<td># SETSS (ELA) 5</td>
<td># Integrated Collaborative Teaching (ELA) 34</td>
<td>35</td>
</tr>
<tr>
<td># Special Classes (Math) 21</td>
<td># SETSS (Math) N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>Types and Number of Special Classes (2018-19)</td>
<td># Visual Arts N/A</td>
<td># Music N/A</td>
<td># Foreign Language N/A</td>
<td>N/A</td>
</tr>
<tr>
<td># Fine Arts N/A</td>
<td># Dance N/A</td>
<td># CTE N/A</td>
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<tr>
<td>School Composition (2017-18)</td>
<td>% Title I Population 77.0%</td>
<td>% Attendance Rate 91.4%</td>
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</tr>
<tr>
<td>% Free Lunch 70.8%</td>
<td>% Reduced Lunch 4.7%</td>
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<tr>
<td>% Limited English Proficient 3.1%</td>
<td>% Students with Disabilities 33.9%</td>
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<tr>
<td>Racial/Ethnic Origin (2017-18)</td>
<td>% American Indian or Alaska Native 0.0%</td>
<td>% Black or African American 19.1%</td>
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<tr>
<td>% Hispanic or Latino 64.8%</td>
<td>% Asian or Native Hawaiian/Pacific Islander 8.9%</td>
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<tr>
<td>% White 6.2%</td>
<td>% Multi-Racial 1.2%</td>
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</tr>
<tr>
<td>Years Principal Assigned to School (2018-19)</td>
<td>9.08</td>
<td># of Assistant Principals (2016-17)</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>% of Teachers with No Valid Teaching Certificate 0%</td>
<td>% Teaching Out of Certification 11%</td>
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<tr>
<td>% Teaching with Fewer Than 3 Years of Experience 11%</td>
<td>Average Teacher Absences (2014-15)</td>
<td>6.4</td>
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</tr>
<tr>
<td>Student Performance for Elementary and Middle Schools (2017-18)</td>
<td>ELA Performance at levels 3 &amp; 4 55.4%</td>
<td>Mathematics Performance at levels 3 &amp; 4 58.4%</td>
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<tr>
<td>Science Performance at levels 3 &amp; 4 (4th Grade) 97%</td>
<td>Science Performance at levels 3 &amp; 4 (8th Grade) 2016-17</td>
<td>N/A</td>
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</tr>
<tr>
<td>School Performance for High Schools (2017-18)</td>
<td>ELA Performance at levels 3 &amp; 4 N/A</td>
<td>Mathematics Performance at levels 3 &amp; 4 N/A</td>
<td></td>
<td></td>
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<tr>
<td>Global History Performance at levels 3 &amp; 4 N/A</td>
<td>US History Performance at Levels 3 &amp; 4 N/A</td>
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<tr>
<td>4 Year Graduation Rate N/A</td>
<td>6 Year Graduation Rate (2011 Cohort) N/A</td>
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<tr>
<td>Regents Diploma w/ Advanced Designation N/A</td>
<td>% ELA/Math Aspirational Performance Measures (2015-16) N/A</td>
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<tr>
<td>Overall NYSED Accountability Status (2018-19)</td>
<td>Reward No</td>
<td>Recognition N/A</td>
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<tr>
<td>In Good Standing Yes</td>
<td>Local Assistance Plan N/A</td>
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<tr>
<td>Focus District Yes</td>
<td>Focus School Identified by a Focus District No</td>
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<tr>
<td>Priority School No</td>
<td>Focus Subgroups N/A</td>
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</table>

#### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

**Elementary/Middle School**

- **Met Adequate Yearly Progress (AYP) in ELA (2016-17)**
  - American Indian or Alaska Native N/A
  - Hispanic or Latino YES
  - White N/A
  - Students with Disabilities N/A
  - Economically Disadvantaged YES

- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**
  - American Indian or Alaska Native N/A
  - Hispanic or Latino NO
  - White N/A
  - Students with Disabilities N/A
  - Economically Disadvantaged NO

**High School**

- **Met Adequate Yearly Progress (AYP) in ELA (2016-17)**
  - American Indian or Alaska Native N/A
  - Hispanic or Latino N/A
  - White N/A
  - Students with Disabilities N/A
  - Economically Disadvantaged N/A

- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**
  - American Indian or Alaska Native N/A
  - Hispanic or Latino N/A
  - White N/A
  - Students with Disabilities N/A
  - Economically Disadvantaged N/A

- **Met Adequate Yearly Progress (AYP) in Graduation (2016-17)**
  - American Indian or Alaska Native N/A
  - Hispanic or Latino N/A
  - White N/A
  - Students with Disabilities 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**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

PS 19 was rated **Well Developed** in the 2016 Quality Review for all three indicators that are related to the Rigorous Instruction Pillar:

**Indicator 1.1**

Rigorous, engaging, and coherent curricula aligned to CCLS

a) Curricula aligns to CCLS and/or content standards and instructional shifts
b) Rigorous habits and higher order skills for all
c) Planning and revising to ensure access to curricula and cognitive engagement for all students

**Indicator 1.2**

Research based, effective instruction that yields high quality student work

a) Shared beliefs informed by the Danielson Framework and aligned to pedagogy and curricula
b) Teaching strategies provide multiple entry points that engage all learners
c) High levels of student thinking and participation that culminate in meaningful work products; and

**Indicator 2.2**

Curricula-aligned assessment practices that inform instruction

a) Curricula-aligned assessment practices and grading policies that provide actionable feedback
b) Common assessment analysis that drives curricular and instructional adjustments
c) Checks for understanding, and student self-assessment that lead to effective lesson adjustments

Rigorous Instruction was rated as follows in the 2017-2018 School Quality Guide:

- **Academic Press:** 79% positive
- **Common Core Shifts in Literacy:** 91% positive
- **Quality of Student Discussion:** 80% positive
- **Common Core Shifts in Math:** 90%
Our school wide average student proficiency score on the New York State 2018 English Language Arts (ELA) Common Core Aligned exam was 2.96 (counting all students tested in 2018 in grades 3, 4 and 5) which exceeded our goal of 2.95 as defined in our CEP for 2017-2018.

Other Trends:

% of Students at Level 3 and 4 in ELA by Ethnic Group

- Black or African American 35% (n=23)
- Hispanic or Latino 56% (n=52)
- Asian or Native Hawaiian/Other Pacific Islander 75% (n=12)
- White 100% (n=5)

% of Students at Level 3 and 4 in ELA by Economic Status

- Not Economically Disadvantaged 79% (n=14)
- Economically Disadvantaged 51% (n=78)

The disparate findings above lead us to believe we have not placed enough emphasis on reflection and culturally responsive teaching. As a staff, we recognize a need to engage in reflection in order to recognize that our beliefs, behaviors and practices may get in the way of their ability to respond constructively and positively to all of our students.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019 we will increase the Average Student Proficiency in ELA for students in grades 3, 4 and 5 from 2.96, as reported by the NYS ELA Exam in 2018, to 3.1, as measured by the 2019 NYS ELA Exam.

(August 2016: 3.0 August 2017: 2.86 August 2018: 2.96).
### Part 3a – Action Plan

#### 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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>all students; action pertains to school culture</td>
<td>October 2018 - June 2019</td>
<td>Instructional Coach, ASD Nest Coach, Assistant Principal, Principal</td>
</tr>
</tbody>
</table>

#### Target Group(s)
Who will be targeted?

#### Timeline
What is the start and end date?

#### Key Personnel
Who is responsible for implementing and overseeing the activity/strategy?

---

### Cultural Responsiveness

Teaching Staff will read *Culturally Responsive Teaching and the Brain* by Zaretta Hammond

Sections of the book will be discussed, book club style, at grade level conferences which take place weekly and are led by the Instructional coach.

All teachers will focus on the 3 Rs of the Responsive Classroom, in order to engage students more deeply in their learning:

- Refinforcing (use language that builds on students' strengths)
- Reminding (use language that prompts children to remember for themselves what they should be doing. This shows faith in their competence)
- Redirecting (Use language that is direct and specific)

All teachers will increase the amount of student choice and voice in their daily lessons; e.g.:

- Students and teachers will be able to name some interest and out of school activities for members of the class.
- Students and teachers will share their hopes and dreams for the school year
- Students will become more comfortable presenting their work to the class.

| Generalize the use of Google G Suite, formerly known as Google Apps for Education (GAFE) across grades 3-5. | Grades 3-5 | June 2018-June 2018 | AP/SPOC |
| Increase the rigor of ELA instruction for high performing students by integrating the new Common Core Standards during curriculum planning, and increasing depth of grade level lesson plans which align to ELA curriculum. | K-3 students who are reading at or above grade level according to TC reading level and Grade 4-5 students who scored a 3 or 4 on 2018 ELA exam | Grade Level Teacher Teams | Vertical Teacher Teams |
| Teachers modify guided reading by using more complex mentor texts and learning supports, which encourage student autonomy. | |
| School increased the number of times that benchmark reading levels are taken from 3 to 5 times per year and modify strategies based on this information. | |

**Teacher Teams:**

**During the 2016-17 SY, all teacher grade level teams adapted ReadyGen writing units** in order to increase the amount of time and depth used to study particular topics. Teachers College Good Reading Habits were added to units at the beginning and end of the year.

**Grades K-2**

Standardize the use of Myon Software in Grades K-2

Using a scope and sequence for Phonics, developed in 2015-16 in conjunction with Generation Ready Consultant and teachers formatted scope and sequence for phonics using Handwriting w/o Tears, Words their Way and handpicked poems and songs. | K-2 students | | |
Modified morning meeting to decrease repetition

Grades 3, 4 and 5

Implement book clubs within the ReadyGen program have adapted the writing units to support the book clubs Will implement writing in response to reading into all Ready Gen units

| 3-5 students |

Continue to make understanding the Common Core learning standards and the upcoming changes to them, a centerpiece of the four parent conferences held during the 2018-2019 school year.

Common Core learning standards will be discussed monthly with parents at workshops with the Parent Coordinator and Instructional coach.

Parents are invited monthly to attend Family Instruction Morning, where they can see the common core standards in practice beside their children in the classroom

<table>
<thead>
<tr>
<th>parents</th>
<th>Parent conferences 4X per year</th>
<th>Parent Coordinator Instructional Coach</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2 X Monthly 2018-2019</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1X month</td>
<td></td>
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</tbody>
</table>

• An emphasis will be placed on the 6 Common Core Instructional Shifts in ELA/Literacy to provide rigorous and targeted instruction. Teachers will:

Continue using and refine the use of (Pearson) ReadyGen Reading and Writing curriculum in grades K-5, which is aligned to the Common Core. In order to address the needs indicated above, teachers will use “multiple sources of student work to analyze gaps between instructional goals and what students currently know and are able to do, assess impact of instruction, and inform strategic instructional adjustments”.

Teacher teams, which meet weekly develop strategies to increase student autonomy and increase student ownership of final work products.

<table>
<thead>
<tr>
<th>All Grades</th>
<th>June 2018-June 2019</th>
<th>Instructional Coach</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Grade Level Teacher Teams</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vertical Teacher Teams</td>
</tr>
</tbody>
</table>
Accountable Talk strategies will be developed at each grade level. Teachers develop individualized accountable talk tools and protocols.

- Each class in grades K-5 will visit the local NYPL each month. Each student will be issued a library card.

- In alignment with the 2012-13 Special Education Reform, grade level teachers will plan in advance for multiple access points and engaging students in rigorous learning experiences. The School Implementation Team (SIT) will plan and provide professional development for both general and special education teachers.

- Emphasize how teachers scaffold the standards to meet the needs of students with disabilities where needed. Specific examples will be highlighted.

- Response to Intervention (RTI) will be implemented and developed for all students in the area of reading in grades K-5th grade. Teachers will use multi-tiered instruction and intervention to ensure all students have equal access to high-quality, differentiated instruction.

- Kindergarten teachers will customize the ReadyGen curriculum to meet the varying needs of their students.

<table>
<thead>
<tr>
<th></th>
<th>IEP students</th>
<th>Weekly PD sessions</th>
<th>Instructional Coach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level Teacher Teams</td>
<td>10/18-5/19</td>
<td>June 2018-June 2019</td>
<td>IEP Teacher</td>
</tr>
</tbody>
</table>

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3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Grades 3-5 will have access to all of their ELA work through the G Suite, formerly known as Google Apps for Education (GAJE) across grades 3-5.
SETSS students will have access to work and applications used at school through the use of personal chromebooks

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.

- Tax Levy Core Curriculum Support
- TL ASD
- Title I SWP
- Title II A Supplemental
- Contract for Excellence
- School Support Supplement

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

<table>
<thead>
<tr>
<th>Resource</th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>C4E</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>21st Century Grant</td>
<td></td>
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<tr>
<td>SIG</td>
<td></td>
<td>X</td>
<td></td>
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<tr>
<td>PTA Funded</td>
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<tr>
<td>In Kind</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Other</td>
<td></td>
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</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

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

1. TC Benchmarks in January 2019 will be used as a mid-point indicator. We will consider 55% of students at or above their TC reading level on goal at the mid-point.

2. Lexia Core 5 Reading Program statistics will be used as a mid point indicator. We will consider having 55% of our grade Prek-2 students working in grade level material by January 2019 on goal at the mid point.

Part 5b. Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

New York State Testing Program Level 2 reporting (L2RPT for 2019) and ATS RSXE report in August, 2019.

Part 5c. In February 2019, 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

| Needs Assessment | 
| --- | --- |
| Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly. | 
| 1. What are the school's strengths relative to this Framework element? Indicate the data trends, source and year. | 
| 2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year. | 
| 3. What policies, practices, and structures are in place to ensure you are supporting the whole child? | 

Strengths:

PS 19 received a rating of well developed on the following two indicators on its last Quality Review in 2016-2017, which are aligned with Supportive Environment.

**Indicator 1.4**

Structures for a positive learning environment, inclusive culture, and student success; and

**Indicator 3.4**

A culture of learning that communicates and supports high expectations.

Safety is another strength relative to this framework element. According to the 2017-2018 School Quality Guide,

- 97% of pre-k through 5 teachers say that students are safe outside around their school. (Q25a)
- 97% of pre-k through 5 teachers say that students are safe traveling between home and their school. (Q25b)
- 92% of pre-k through 5 teachers say that students are safe in the hallways, bathrooms, locker rooms, and cafeteria of their school. (Q25c) and
- 100% of pre-k through 5 teachers say that students are safe in their class(es). (Q25d)

PS 19 will focus its efforts on the social emotional needs of our students and the wellness of the whole child. While our overall social-emotional scores are relatively high according to the 2017-2018 School Quality Guide (94%) the lowest rating in that category is telling. 86% of teachers report that adults at their school have access to school-based supports to assist in behavioral and emotional escalations. (Q21h). Data from SIIT meetings and observations from teachers, parents and students reveal that many students experience a detrimental amount of stress and adversity in their every day lives. PS 19 will continue to use the following programs and structures to support our students and develop pro-social behavior:

- Mindfulness Program in conjunction with missionbe.org
- Student Council
- Attendance Award Program
- Inter-grade Book Buddy Clubs

According to mindfulteachers.org, "Toxic stress for students impairs attention, emotion and mood regulation, sleep, and learning readiness daily in American classrooms. Even more troubling, prolonged exposure to childhood toxic stress has lifelong impacts on mental and physical health. Even children who have not suffered adverse childhood experiences may struggle with frequent “mismatches” between the severity of a stimulus (a routine pop quiz) and
their response (loss of peripheral vision, sweating, nausea, terror and immobility). In children suffering from trauma, these “mismatches” become chronic and habitual. Because the roots of toxic stress lie deep in the nervous system, we need tools that go beyond the conceptual mind to directly target that system. To transform our habitual responses, we need to regularly practice our skills when we are not in “fight – flight – freeze” mode. PS 19 will continue its partnership with missionbe.org, a educational mindfulness organization, to train teachers to experience mindfulness and teach these strategies to their students.

In addition, in order to address the health and wellness of the whole child, an important part of the Supportive Environment element, our guidance counselor will run the following Health and Nutrition Curriculum/Life Skills program in conjunction with various CBOs.

- Spoons Across America Nutrition Program
- Cornell University Cooperative Extension Nutrition and Health Workshops
- Life Skills Workshops in collaboration with Education Alliance

Our expectation is that participation in these programs will give students an appreciation of the powerful and positive effects that good nutrition will play in their lives and an understanding of the life skills that will help them become independent and successful young adults.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, 100% of classes will participate in at least one of the following specialized Health and Nutrition Curricula:

- Spoons Across America Nutrition Program
- Cornell University Cooperative Extension Nutrition and Health Workshops
- Life Skills Workshops in collaboration with Education Alliance

All programs listed are coordinated by the Guidance Counselor.
## Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
</tr>
<tr>
<td>- 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).</td>
</tr>
<tr>
<td><strong>Target Group(s)</strong></td>
</tr>
<tr>
<td><strong>Who will be targeted?</strong></td>
</tr>
<tr>
<td><strong>Timeline</strong></td>
</tr>
<tr>
<td><strong>What is the start and end date?</strong></td>
</tr>
<tr>
<td><strong>Key Personnel</strong></td>
</tr>
<tr>
<td><strong>Who is responsible for implementing and overseeing the activity/strategy?</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teachers will plan with Guidance Counselor in advance of health and nutrition lessons.</th>
<th>3-5 classroom teachers</th>
<th>November 8, 2018</th>
<th>Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will plan with Guidance Counselor in advance of life skills lessons.</td>
<td>K-2 classroom teachers</td>
<td>September 2018</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Guidance Counselor acts as liaison between PS 19 and partner organizations such as</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Alliance (life skills)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cornell University Cooperative Extension (Health and Nutrition)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades 2 and 5 will pilot the Great Body Shop curriculum</td>
<td>Grades 2 and 5</td>
<td>September 2018-May 2019</td>
<td></td>
</tr>
<tr>
<td><a href="http://www.thegreatbodyshop.net/curriculum/k-six">http://www.thegreatbodyshop.net/curriculum/k-six</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Development sessions in September 2018 will include an introduction to the various aspects of the Health and Nutrition curriculum and Life skills curriculum.</td>
<td>K-5 classroom teachers</td>
<td>Sept. 2018-May 2019</td>
<td>Principal</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Assistant Principal</td>
</tr>
</tbody>
</table>
Professional Development sessions in May 2019 will focus on results of the Great Body Shop curriculum. A recommendation will be made about future use of the program.

Grade level Curriculum Team leaders will read the following texts and discuss during monthly grade conferences:

**Good Enough to Eat: A Kid’s Guide to Food and Nutrition**

by Lizzy Rockwell

**The Monster Health Book: A Guide to Eating Healthy, Being Active &Feeling Great for Monsters & Kids**

by Edward Miller

<table>
<thead>
<tr>
<th>K-5 classroom teachers</th>
<th>Sept. 2018-June 2019</th>
<th>Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Assistant Principal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Instructional Coach</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grade Level Teacher Teams</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

Health and Nutrition curriculum includes food preparation lessons that are shared with parents. Students are encouraged to prepare healthy foods at home

Student Health and nutrition curriculum will be reviewed with parents at bimonthly parent workshops held by the instructional coach, parent coordinator and guidance counselor

Great Body Shop curriculum contains information for students to share with parents and use at home.

### Part 4 – Budget and Resource Alignment

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

1. NYSTL funds will be used to purchase books for teachers and students

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

By February 1, 2019, 85% of classes will have participated in at least one of the following programs, as reported in Progress Notes from the Guidance Counselor, who manages them.

- Spoons Across America Nutrition Program
- Cornell University Cooperative Extension Nutrition and Health Workshops
- Life Skills Workshops in collaboration with Education Alliance

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

- Classroom Observations
- Guidance Counselor Notes
- Daily lesson plans
- 2018-2019 Annual School Survey

**Part 5c.** In **February 2019**, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Working collaboratively is a relative strength for PS 19. The 2016-2017 School Performance Dashboard (the last year for which data is available) score for this element is 4.45, which falls into the "exceeds" category. This overall score includes the following two "well developed" ratings from the 2016-2017 Quality Review:

- Indicator 4.1 Support and evaluation of teachers through the Danielson Framework and analysis of learning outcomes
- Indicator 4.2 Teacher teams engaged in collaborative practice using the inquiry approach to improve classroom practice

At PS 19 teachers have many opportunities to work together collaboratively. According the the 2017 School Quality Guide,

- 93% of teachers say that at their school teachers make a conscious effort to coordinate their teaching with instruction at other grade levels. (Q8b) and
- 98% of teachers say that they talk with one another about instruction. (Q8d)

Each grade level shares daily common prep periods, plans together and meets with the instructional coach monthly as a group. The school administration has created "quality control" by having teacher teams create a common experience for students on each grade level. The SETSS teacher has articulation periods built into his/her schedule in order to meet with classroom teachers and discuss goals for individual students.

According to NYSTP data reported in the NYC School Quality Guide for 2017, the average ELA performance rating of SETSS students lags behind that of the overall performance rating of the school. In 2017 the SETSS Average Proficiency Rating was 2.35, the school average Proficiency Rating was 3.11. In 2018, the SETSS Average Proficiency Rating was 2.49, and the school average Proficiency Rating was 2.96.

This year we would like to build on this strength (collaboration) by focusing on the collaboration among the SETSS teacher and the classroom teachers. The SETSS teacher will use the online literacy programs the school has purchased, such as Myon, Flocabulary, BrainPop and Lexia Core 5 to extend the school day and add interest to reading for SETTS students.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified
priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

Pillar: Collaborative Teachers

The average ELA Proficiency Rating for SETSS students in grades 3, 4 and 5 as reported by the NYSTP will increase from 2.49 as reported in 2018, to 2.6 in June of 2019.

### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
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<tr>
<td>• 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).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
</tr>
</thead>
<tbody>
<tr>
<td>---</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Timeline What is the start and end date?</th>
</tr>
</thead>
<tbody>
<tr>
<td>---</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>---</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Provide training for parents on the programs their children are using, at home and at school.</th>
</tr>
</thead>
<tbody>
<tr>
<td>up to 20 SETSS students</td>
</tr>
<tr>
<td>Sept. 2018 – January 2019</td>
</tr>
<tr>
<td>March 2019</td>
</tr>
<tr>
<td>Assistant Principal, Literacy Coach, SETSS teacher, ESL teacher</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Increase the amount of time that SETSS teacher and classroom teachers meet by using professional development time on Monday afternoons, as well as professional time on Tuesday afternoons.</th>
</tr>
</thead>
<tbody>
<tr>
<td>UP to 20 SETSS students</td>
</tr>
<tr>
<td>Sept. 2018 – June 2019</td>
</tr>
<tr>
<td>Assistant Principal, Literacy Coach, SETSS teacher</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Create custom learning plans for SETSS students which incorporate the following software programs for use in school and at home:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Myon: This website contains over 500 digital books for students to read at any time, and tracks their progress.</td>
</tr>
<tr>
<td>Lexia Core 5: This program teaches basic skills in reading, used mostly with students in grades K-2.</td>
</tr>
<tr>
<td>BrainPop: Contains educational animated movies, learning games, interactive quizzes, primary source activities, and more!</td>
</tr>
<tr>
<td>Flocabulary: an online library of educational hip-hop songs and videos for grades K-12.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to 20 SETSS students</td>
</tr>
<tr>
<td>Sept. 2018 – June 2019</td>
</tr>
<tr>
<td>Assistant Principal, Literacy Coach, SETSS teacher</td>
</tr>
</tbody>
</table>
Provide 20 chromebooks for SETSS students to take home and use on a 1:1 computing basis.

SETSS students in grades 3-5 will also have access to the G Suite at home and in school, using their 1:1 chromebook.

Provide access to Therapy Dogs from the NYPL to service 4 students for one hour per week per year. Students will read to dogs and increase their self esteem.

<table>
<thead>
<tr>
<th>Parent and Family Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.</td>
</tr>
</tbody>
</table>

1:1 computing with chromebooks allows students to extend the school day, work more productively at home and share their work more easily with their families.

<table>
<thead>
<tr>
<th>Budget and Resource Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part 4a.</strong> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</td>
</tr>
</tbody>
</table>

Hardware budget will be used to purchase laptops for students

PD schedule will be altered to provide more time for SETSS teachers to articulate with classroom teachers

Workshops will be held for parents of grade 3-5 SETSS students.

**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 | X | Title I TA | X | Title II, Part A | | Title III, Part A | | Title III, Immigrant |
Part 5 – Progress Monitoring

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

1. TC Benchmarks in January 2019 will be used as a mid-point indicator. If the average score of this group of students is 2.0 or better in January, 2019, we will consider this group on track to meet this goal.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

New York State Testing Program Level 2 reporting (L2RPT for 2019) and Elementary School Quality Snapshot, September, 2019

Part 5c. In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

PS 19 received a rating of well developed on both Quality Review Indicators (2016) which are aligned to Effective School Leadership:

Indicator 1.3

Aligned resource use to support instructional goals that meet students’ needs

a) Resource use aligns to instructional goals
b) Use of time improves instruction and challenges students
c) Student programs align to teacher expertise and support access to learning that leads to college and career readiness

and

Indicator 3.1

School level theory of action and goals shared by the school community

a) School level goals and theory of action are tracked for progress and accelerate student learning
b) Data driven needs assessments inform school level goals, action plans, and professional development
c) Community involvement in setting school level goals and action plans

The 2017-2018 School Quality Guide reports the following in these categories related to Effective School Leadership:

- Inclusive Leadership 92% positive ratings
- Instructional Leadership 78% positive ratings and
- Program Coherence 85% positive ratings.

L2RPT data for 2018 indicates that our black or African American subgroup performed significantly lower than other measured ethnic subgroups in math.

- Black or African American 29% (n=21)
- Hispanic or Latino 63% (n=51)
- Asian or Native Hawaiian/Other Pacific Islander 75% (n=12)
- White 100% (n=5)
In order to address this disparity, our staff has begun a year long inquiry into the question: How do I want to grow as a culturally responsive educator?

NYC test results data were used to calculate the Average Student Proficiency Rating for Math in 2018, which is 3.04 (this includes all students tested in 2018 in grades 3, 4 and 5) which was greater than the prior year's average of 3.0. but slightly short of our goal of 3.15 described in the CEP for 2017-2018. Item analysis data received from the DOE reveals that the increase in the average proficiency rating reflects an upward trend in the Measurement and Data and Number and Operations in Base 10 domains.

**Part 2 – Annual Goal**

Indicate your school’s 2018-19 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 2019, we will increase the Average Student Proficiency in Mathematics for students in grades 3, 4 and 5 from 3.04, as reported by the NYS Math Exam in 2018, to 3.2, as measured by the 2019 NYS Math Exam.

(August 2015: 3.0, August 2016: 3.15, August 2017: 3.04, August 2018: 3.04)
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
</tr>
<tr>
<td>- 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).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
</table>

### Cultural Responsiveness

**Professional Development:**

Teaching Staff will read *Culturally Responsive Teaching and the Brain* by Zaretta Hammond.

Sections of the book will be discussed, book club style, at grade level conferences which take place weekly and are led by the Instructional coach.

Selected teachers, along with the Instructional and ASD Nest coaches, will attend turnkey equity and diversity PD and turnkey contents to the staff.

Our 4th grade lead teacher will attend 6 session of Equity and Diversity PD during the academic year, and share this information with the staff.

2 upper grade teachers will be our Equity and Diversity Ambassadors, and meet periodically with Carry Chan, our Superintendent regarding this topic.

### Administrative Actions

<table>
<thead>
<tr>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Coach</td>
</tr>
<tr>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Grade Level Teacher Teams</td>
</tr>
<tr>
<td>Principal and Assistant Principal</td>
</tr>
</tbody>
</table>
Principal and Assistant Principal will augment observation of classroom teachers to include culturally responsive behaviors. For example:

- Do teachers recognize the need to develop their observations skills, so they can effectively describe what is happening during an interaction with a student or when watching a scenario play out between students, and not jump to conclusions?
- Does the teacher manage his/her emotions?
- Does the teacher understand that his/her triggers are paramount because he/she is the “emotional thermostat” of the classroom and can influence students’ mood and productivity?

PS 19 has begun an Inter-generational Seniors Program which is a partnership between PS 19 and the Sirovich Senior Center, located on 12th st.

Teacher teams will develop rigorous CCMS units of study using GoMath materials.

Data from 2018 NYSTP will be reviewed and grade level bands of teachers will determine which units of study were most effective and why, then apply these findings to increase the effectiveness of less successful units of study.

Grade level Inquiry Teams will focus on Operations and Algebraic Thinking as it applies to their specific grade level. Vertical Inquiry Team meetings will provide a vehicle to discuss Inquiry Teams results and determine best practices. Inquiry teams will increase the amount of action research in Math Inquiry in every grade. Specifically, each grade will create a control group and an experimental group to more accurately measure the impact of various strategies.

Teachers will use results from Performance Series Math tests given in Fall and Spring to assess student progress in Math against the common Core standards.

As a result of Inquiry work in 2017-2018, teachers created a school wide Instructional Manual for use at PS 19. The manual outlines four best practices, (including strategies and
mathematical vocabulary) that will be used across all grades to create more consistency. They are:

**Number Bonds:** a mental picture of the relationship between a number and the parts that combine to make it (operations)

**Fact Triangles:** A Visual representation of a fact family; a group of number that are related to each other in that those numbers can be combined to create a number of equations. (operations)

**Quick Facts or Sprints:** Best applies for gaining additional speed and accuracy with previously learned skills. (Fluency) and

**Today’s Number:** A daily dose of place value: emphasizes active understanding and use of place value and promotes discussion. (place value and number sense)

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

Teachers will teach students to choose appropriate math tools and apply mathematical concepts in using these tools.

Teachers enroll students in an at home component of the program, **Think Central**, which allows students to work online at school and at home, and tracks students growth.

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

- An emphasis will be placed on the 6 Common Core Instructional Shifts in Mathematics requiring fluency, application, and conceptual understanding. Teachers will addresses the instructional shifts in Math:
  - Focus
  - Coherence
  - Fluency
  - Deep Understanding
  - Applications
  - Dual Intensity (practicing and understanding) students will focus more on their mathematical process and thinking and less on getting the “right” answer.

Each monthly parent workshop will include a segment dedicated to ELL support in Math.
ESL teacher will conduct 2 Professional Development workshops for teachers to present math strategies for ELLs. Focus will be on the following:

- Engage
  - Teach & Talk
  - Practice
  - Summarize
  - Include Student Conferences and Small Group Instruction
  - Manipulates are an integral part of lessons

<table>
<thead>
<tr>
<th>ELL students</th>
<th>October 2018</th>
<th>March 2019</th>
</tr>
</thead>
</table>

**3b – Parent and Family Engagement**

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

We will expand our Chromebook program for SETSSS students to strengthen the school home connection and include parents in the learning process (budget dependent)

We will conduct monthly parent workshops led by the parent coordinator and the instructional coach.

We will conduct periodic monthly workshops for Nest parents led by the Nest Coordinator and Guidance Counselor.

We will conduct a meet the teacher evening in September 2018

We will continue to deepen our parent representative program to keep parents informed of day to day activities in the classroom.

**Part 4 – Budget and Resource Alignment**

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

1. We will use the (Houghton Mifflin Harcourt) Go Math curriculum in grades K-5, which is aligned to the Common Core. Teachers will refine math planning: specifically creating multiple points of entry for students with disabilities, English language learners and struggling general education students. The GoMath Workshop Model Includes:

   - Engage
   - Teach & Talk
   - Practice
   - Summarize
   - Include Student Conferences and Small Group Instruction
   - Manipulates are an integral part of lessons
   - Each unit also contains mid-chapter checkpoint, performance task and chapter test

2. Teachers enroll students in an at home component of the program, Think Central, which allows students to work online at school and at home, and tracks students growth.
3. Grade level Inquiry Teams will focus on implementation of the PS 19 Instructional Manual, and study the results in 2018-2019 Inquiry.

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

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

<table>
<thead>
<tr>
<th>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tax Levy</td>
</tr>
<tr>
<td>X</td>
</tr>
<tr>
<td>C4E</td>
</tr>
</tbody>
</table>

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.

January 2019 GoMath unit assessment will be analyzed in grades 3-5. We will consider 55% of students meeting or exceeding grade level on target to achieving this goal.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Average Student Proficiency in Mathematics on the 2019 New York City L2RPT will be 3.2 in September 2019. (Grades 3-5)

Part 5c. In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

PS 19 received a well developed on the 2016 Quality Review on the indicator which relates to the Strong Family and Community Ties Pillar.

Indicator 3.4

A culture of learning that communicates and supports high expectations

a) Communication of high expectations to staff, inclusive of training, and a system of accountability
b) Communication of and support for families’ understanding of high expectations for college and career readiness
c) Staff communicate and support high expectations to students

PS 19 also received high scores on the Strong Family and Community Ties pillar in the 2017-2018 School Quality Guide:

Outreach to Parents

- 96% of families say that school staff regularly communicate with them about how families can help their child learn. (Q1a)
- 92% of families say that they get opportunities to visit their child's classroom, such as observing instruction or participating in an activity with their child. (Q1b)
- 97% of families say that they are greeted warmly when they call or visit their school. (Q1c)
- 96% of families say that teachers work closely with them to meet their child's needs. (Q1d)
- 96% of families say that they feel well-informed by the communications they receive from their school. (Q1e)
- 99% of families say that their school communicates with them in a language and in a way that they can understand. (Q1h)
- 97% of teachers say that families are offered opportunities to visit their child’s classroom, such as observing instruction or participating in an activity with their child. (Q9a)
- 95% of teachers say that teachers at this school understand families' problems and concerns. (Q9b)
- 95% of teachers say that teachers at this school work closely with families to meet students' needs. (Q9c)
- 95% of teachers say that staff regularly communicate with families about how they can help students learn. (Q9d)

Parent Involvement in School

- 92% of families say that they have had the opportunity to volunteer time to support their school. (Q4a)
- 97% of families say that they have communicated with their child's teacher about their child's performance. (Q4b)
- 98% of families say that they have seen their child's projects, artwork, homework, tests, or quizzes. (Q4c)
• 89% of families say that they are likely to attend a general school meeting or school event. (Q6a)
• 98% of families say that they are likely to go to a regularly scheduled parent-teacher conference with their child's teacher. (Q6b)

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

Diversity and Equity

Despite the positive feedback listed, we feel we must do more to integrate our students’ academic and social-emotional skills, in order to create an environment where all students can do their best learning. We feel that this improvement will diminish the achievement gaps noted in our subgroups in standardized ELA and Math testing and reported by NYS L2RPT in 2018:

% of Students at Level 3 and 4 in Math by Ethnic Group

• Black or African American 29% (n=21)
• Hispanic or Latino 63% (n=51)
• Asian or Native Hawaiian/Other Pacific Islander 75% (n=12)
• White 100% (n=5)

% of Students at Level 3 and 4 in Math by Economic Status

• Not Economically Disadvantaged 86% (n=14)
• Economically Disadvantaged 53% (n=75)

% of Students at Level 3 and 4 in ELA by Ethnic Group

• Black or African American 35% (n=23)
• Hispanic or Latino 56% (n=52)
• Asian or Native Hawaiian/Other Pacific Islander 75% (n=12)
• White 100% (n=5)

% of Students at Level 3 and 4 in ELA by Economic Status

• Not Economically Disadvantaged 79% (n=14)
• Economically Disadvantaged 51% (n=78)

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019 we will embrace the CSD 1 Vision for Learning by engaging in inclusive practices that focus on equity in our diverse community of learners. We will begin by becoming more culturally responsive to our students by doing the following:

• 75% of our 4th grade students will produce videos which highlight cultural practices from their home life and life in the larger community as part of the Your Story, My Story Project and a larger collaboration with the Tenement Museum.
- **At least 2** of our teachers will conduct home visits to new families in order to develop a better understanding of individual students and their families, and strengthen the home school connection. These visits will be structured and conducted as part of the larger DOE **Parent Teacher Home Visit Program (PTVH).**
- **100%** of classes will create a their own class vision, and value statement
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
</table>
| • Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). | | | |
| Create a survey for all parents (PreK-5) and students (grades 3-5) which elicits feedback on the utility of social and emotional programs as well as social emotional awareness generally at PS 19. | Parents, students | Sept. 2018-June 2019 | Principal, Assistant Principal and Parent Coordinator, Language Access Coordinator |
| In conjunction with the Tenement Museum, 4th grade students will use school i-pads to create videos of moments at home (e.g. a meal, a religious service, a game or interview) which helps others understand his or her home culture. These videos (tentatively titled Your Story, My Story Videos) will be shared during family instruction days so that students and teachers develop a stronger understanding of each students’ cultural background and family life. Students will prepare for this activity by learning about becoming historians at the Your Story, Our Story Exhibit at the Lower East Side Tenement Museum. | Parents, students grades 3-5 | Sept. 2018-June 2019 | Assistant Principal and Parent Coordinator, Language Access Coordinator |
| PS 19 staff will participate in the Parent Teacher Home Visit program, offered by the NYC DOE Family Engagement Office. Teachers will attend training sessions (TBD) and follow the National Parent Teacher Home Visit Model to increase parental involvement and develop trust and understanding among parents and teachers. | Classroom Teachers | Sept. 2018-June 2019 | Principal, Assistant Principal and Parent Coordinator, Language Access Coordinator |
| Each grade team will develop a vision statement. Each class will develop its own mission statement, aligned with the grade vision statement. | Teaching Staff | Sept. 2018-June 2019 | Principal, Assistant Principal and Parent Coordinator, Language Access Coordinator |
| Mr. Glebe, a 5th grade teacher will turnkey Culturally Responsive Education training during 6 Monday PD sessions throughout the year. This will allow us to:  
• Create a shared understanding of Culturally Responsive Education  
• Collaboratively analyze our standards with CRE in mind | Teaching Staff | September 2018 - June 2019 | Principal, Assistant Principal, Teacher Trainer |
3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

- Tenement Museum
- Go Project
- 3rd Street Music School
- Rosies Kids
- American Red Cross (Pillowcase Project)
- American Lung Association (Open Airways Project)
- Educational Alliance (Life Skills)
- Musical Mentors
- NYU America Reads and Counts
- Cornell University Cooperative Extension (Nutrition and Health)
- PENCIL

Part 4 – Budget and Resource Alignment

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

- Assembly schedules and open school schedules will be modified to accommodate PTA meetings
- Principal, Assistant Principal, ESL teacher, IEP teacher and SETSS teacher will meet quarterly to develop agendas for parent workshops
- Teachers will use class parent representatives to develop parent email distribution list

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

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
</table>
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.

- **By February 2019, 25%** of our students will produce videos which highlight cultural practices from their home life and life in the larger community.
- **By February 2019, 10%** of our classroom teachers will conduct home visits in order to develop a better understanding of individual students and their families, and strengthen the home school connection.
- **By February 2019, 95%** of classes will create a their own class vision, mission and value statement.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Survey regarding these three matters administered by Assistant Principal in January 2019.

**Part 5c.** In February 2019, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>TC Reading Level</td>
<td>After School Program grades 3-5</td>
<td>One grade level teacher and 10-15 students</td>
<td>3 days per week after school for 2 hours per day from October 2017 to February 2018</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>MoS L Performance Series results</td>
<td>After School Program grades 3-5</td>
<td>One grade level teacher and 10-15 students</td>
<td>3 days per week after school for 2 hours per day from October 2017 to February 2018</td>
</tr>
</tbody>
</table>
| **Science** | ● Performance on Science quizzes designed by Science teacher  
  ● Teacher recommendation  
  ● Increase the use of appropriate science vocabulary through greater focus on word study and interactive word wall  
  ● Test sophistication PD in science for 4th grade classroom teachers | Small group tutoring sessions | During School Day |
| **Social Studies** | ● Teacher observation  
  ● Evaluation of final written projects by classroom teacher  
  ● Small group instruction, push-in support from push in and SETSS teacher and test sophistication for 5th grade students. | Small group tutoring sessions | During school day |
| **At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)** | ● Parent Request  
  ● Teacher Recommendation  
  ● Guidance counselor  
  ● provides daily services to students who have mandated | Small group tutoring sessions | ● During school day |
<table>
<thead>
<tr>
<th>PPT Team recommendation</th>
<th>counseling on their IEPs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>● Provides services to non-mandated students when the need arises</td>
</tr>
<tr>
<td></td>
<td>● Provides a support and team building after school program for students in temporary housing. During 2017-18 SY this group met 1x per week.</td>
</tr>
<tr>
<td></td>
<td>● Participates in monthly Pupil Personnel Team and School Implementation Team Meetings</td>
</tr>
</tbody>
</table>

**School psychologist**

|                         | ● Participates in monthly Pupil Personnel Team and School Implementation Team Meetings |
|                         | ● Provides Crisis Intervention as needed |
|                         | ● Referral to outside agencies and consultation |
Section 7: Support for Students in Temporary Housing (STH)

Directions:
- *All* Title I schools must complete Part A of this section.
- *All* Non-Title I schools must complete Part B of this section.

Supporting Students in Temporary Housing (STH)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor’s Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE’s website: http://schools.nyc.gov/NR/rdonlyres/8D99859A-AE04-40EA-A462-5363F87E67E9/0/FAQTitleISetAsideFY14.pdf

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
</tr>
<tr>
<td>• School supplies and tools such as backpacks and calculators</td>
</tr>
<tr>
<td>• School Aide designated as a liaison between the school and STH families</td>
</tr>
<tr>
<td>o follows up on attendance</td>
</tr>
<tr>
<td>o homework</td>
</tr>
<tr>
<td>o academic standing</td>
</tr>
<tr>
<td>o coordinates services needed with parent coordinator and guidance counselor</td>
</tr>
<tr>
<td>o Guidance counselor coordinates with case workers/social service agencies at sites where our families are staying</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year.)</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
</tr>
</tbody>
</table>
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.

<table>
<thead>
<tr>
<th></th>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>Non-Title I</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

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

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).

- Principal, AP and Instructional coach plan and implement Monday PD sessions for teachers from 2:20 to 3:40. Presenters/topics are varied and include: (DOK, questioning techniques), EEOC, —a K–12, literacy-based, anti-bias curriculum, Emotional Responsive Practices. Etc.
- Teachers view webinars and online videos and materials provided by the DOE and Pearson on CCLS and related topics
- Information from PD sessions is shared during faculty conferences and grade level meetings
- Teachers use information from PD to:
create a professional growth plan (submitted each September)

monitor teaching practices in a professional development log on a monthly basis

reflect on extent to which professional growth goals were met (June 2019)

● Administration provides intervisitation to share best practices

● Administration funds full time instructional coach

Administration provides teacher mentors

Part 3: TA Schools Only

3a. Use of Program Resources

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

NA

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).

NA

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.).

In the Fall:

● Early Childhood Social Worker distributes a survey to parents, asking about their interests in various workshop topics: the topics listed in the next section were all popular among parents who returned the survey.

Throughout the year:

● Early Childhood social worker facilitates parent workshops throughout the school year, in conjunction with the Family Assistant. Topics include: Adjustment to Pre-K, Typical Development of 4 & 5 year-olds, Applying for Kindergarten, and (in early spring) Preparing for the Transition to Kindergarten.

● Families are invited once a month to observe and participate in the classroom. This helps build parents’ awareness of what their children are learning and strengthens the home-school connection.
● All students' progress is assessed and those students with IEPs are monitored for progress within their IEP goals as well with class goals.

● Families of students with IEPs are made aware of "Turning Five" meetings to plan for students' transition to any special education services needed in Kindergarten. Families are supported by teachers, Family Assistant, and Early Childhood Social Worker during this process.

**Early Winter:**

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

**Late Spring:**

● Family Assistant takes Pre-K parents on tours of Kindergarten classrooms to familiarize them with the classroom, curriculum, expectations, etc.

● Family Assistant hosts a workshop for Pre-K parents with Ms. Nieves, the Literacy Coach. Ms. Nieves provides parents with a packet of reading materials and tips specifically designed for Kindergarten readiness.

---

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

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

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

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

---

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes. 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. 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.
<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>110,820.00</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>pps. 11, 14, 19</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>31,634.00</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>pps. 11, 14, 19</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>1,301,867.00</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>pps. 11, 14, 19</td>
</tr>
</tbody>
</table>

**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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)  
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school's Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>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. <strong>PS 19</strong> in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS 19 will support parents and families of Title I students by:</td>
</tr>
<tr>
<td>● providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;</td>
</tr>
<tr>
<td>● 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;</td>
</tr>
<tr>
<td>● fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;</td>
</tr>
<tr>
<td>● providing assistance to parents in understanding City, State and Federal standards and assessments;</td>
</tr>
<tr>
<td>● sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;</td>
</tr>
</tbody>
</table>
● providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

The school’s Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school’s Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school’s Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

● actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school’s Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school’s Title I Parent Involvement Policy and School-Parent Compact;

● engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;

● ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school’s Parent Involvement Policy and the School-Parent Compact;

● support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

● maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

● conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home;

● provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;

● host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in
the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable
sections under the Every Student Succeeds 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;

---

**Encouraging School-Level Parental Involvement**

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

- holding an annual Title I Parent Curriculum Conference;

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;

- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher
  Association) and Title I Parent Committee;

- supporting or hosting Family Day events;

- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their
  children’s progress;

- developing and distributing a school newsletter or web publication designed to keep parents informed about school
  activities and student progress;

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

**PS 19**

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**School-Parent Compact (SPC)**

PS 19, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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: High Quality Curriculum

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 Every Student Succeeds Act.

### I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

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

---

### I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;

---

### I. School Responsibilities: Providing General Support to Parents

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 Title I requirement for Every Student Succeeds Act (ESSA) 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

Student Responsibilities:

● attend school regularly and arrive on time; and

● 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.
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Manhattan</td>
<td>019</td>
</tr>
</tbody>
</table>

School Name: Asher Levy

B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jacqueline Flanagan</td>
<td>Janet Chasin</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coach</th>
<th>School Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corinne Nieves</td>
<td>Cindy Lerner</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>ENL (English as a New Language)/Bilingual Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Esmahan</td>
<td>Esperanza Rosales</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Succar/5th Grade</td>
<td>Christine Sahibzada</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Related-Service Provider</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agnes Torres</td>
<td>Joanna Albert/Speech</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Superintendent</th>
<th>Other (Name and Title)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daniella Phillips</td>
<td>type here</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]</td>
<td>0</td>
</tr>
<tr>
<td>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]</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers who hold both content area/common branch and TESOL certification</td>
<td>1</td>
</tr>
<tr>
<td>Number of teachers who hold both a bilingual extension and TESOL certification</td>
<td>1</td>
</tr>
<tr>
<td>Number of special education teachers with bilingual extensions</td>
<td>0</td>
</tr>
</tbody>
</table>

D. Student Demographics
**Part II: ELL Demographics**

### A. ELL Programs

**This school serves the following grades (includes ELLs and non-ELLs) Check all that apply:**

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>none</td>
<td>2013-14</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
<td>0</td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td>none</td>
<td>2013-14</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
</tr>
<tr>
<td>Freestanding ENL</td>
<td>none</td>
<td>2013-14</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td><strong>Total</strong></td>
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<td>0</td>
</tr>
</tbody>
</table>

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

### Part III: Assessment Analysis

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

1. **What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?**

   We use the TC Student Assessment System along with TC Assessment Pro to assess early literacy skills of ELLs. The TC Student Assessment System uses Fountas and Pinnell Reading levels, as well as other assessments of ELA skills such as phonics and spelling to determine a student’s ELA proficiency. Both of these programs allow both the ENL and classroom teacher to track the progress of ELL students. The data yielded by the TC Student Profile is in the following areas: Independent Reading Level, Concepts of Print, Letter ID, Lower and upper and Letter Sounds. Teachers address areas of need during the literacy block.

2. **What structures do you have in place to support this effort?**

   Our literacy coach and assistant principal monitor all interim assessments on a regular basis. This includes administering and analyzing results of all of the assessments listed above.
3. **What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?**

For ELA, Grades K-5 use Teachers College Student Profile, which includes running records 4 times per year (Sept, Nov, March, June). For Math, NYC Performance Tasks are used in grades K, 1 and 2 for beginning of the year and end of the year assessment. (October and May). Grades 3-5 take the Performance Series Assessment 2 times per year in October and May. In addition, classroom give and analyze unit tests in ELA and Math. The ENL teacher monitors the AYP of NYSESLAT for all ENL students. Our ENL students need greater support in reading and writing than their monolingual peers. While many ENL students possess adequate computation skills, they require support in reading text that relates to math problems and skills.

4. **What structures do you have in place to address interventions once the summative data has been gathered?**

The ENL teacher works closely with classroom teachers using student assessment data to implement individual and targeted solutions and interventions. They monitor student progress and adjust instruction and interventions accordingly. For example, the ENL teacher often works with students to access prior knowledge and build background information necessary for comprehension. In addition, visual scaffolds, and teaching aids such as sentence frames and glossaries are provided to support ENL students in the classroom.

5. **How does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5)?** [Refer to ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS) section and RtI Guide for Teachers of ELLs.]

Teachers have developed new planning templates to meet the rigorous standards of the common core and the ReadyGen and GoMath curricula. This template includes specific learning goals and activities for ELLs. If ELLs need more support, (tier 1) small group (tier 2), and individualized (tier 3) instruction is utilized. Their progress is monitored by the ENL teacher, classroom teacher, and PPT Team. These students participate in AIS and Extended Day instruction.

6. **What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs?** ([Refer to the ELL Data Analysis Tool and RLAT from ATS].)

Approximately 85% of students on all proficiency levels score higher on the Listening/Speaking portion of the NYSESLAT than on the Reading/Writing portion. As our results show (see below) ENL students achieve English proficiency in receptive language well before they achieve proficiency in expressive language. The majority of our ELL students are taking the NYSITELL when entering Kindergarten and the proficiency levels vary from Entering - Expanding.

Based on 2017 RLAT results, the most recent year for which modality data is available:
67 % of students have reached an Expanding and/or Commanding Level of Proficiency level on the NYSESLAT

Based on 2017 ELA state test results, the most recent year for which data is available:
Our 9 ENL students achieved an average proficiency score of 2.43. The ELA scores ranged from 1.91 to 3.48. The same group achieved an average proficiency score of 3.33 in Math for the same year. The Math scores ranged from 2.61 to 4.09.

7. **What structures do you have in place to disseminate these findings in order to make adjustments to your programs?**

Our ENL teacher presents information to our school staff during designated PD dates and shares findings and current NYS and NYC changes affecting ELL’s and ensuring that we are current and meeting all regulatory mandates. Our grade teams are structured to include curriculum leaders on each grade. Ms. Rosales meets with these grade level curriculum leaders during weekly grade level conferences to discuss ENL student progress. An example of a programmatic change is increasing explicit instruction on foundational literacy skills for ELLs such as phonics and vocabulary.

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**Part IV: ELL Programming**
### Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
   a. Freestanding ENL program.
      P.S. 19’s ENL program is a K-5th grade ENL program that incorporates stand alone and integrated services depending on the ENL student level of English acquisition in accordance to the revised CR Part 154 regulations. There is one ENL teacher who has six periods available for ENL instruction. Based on student English Language proficiency levels and minutes of ENL/Integrated instruction the ENL teacher will push-in to mainstream classrooms and group her ENL students to provide individualized support for the ELL students aligned to their classroom Curriculum. For the most part, the ENL groups are heterogeneous in which there are mixed proficiency levels among the grades. In some instances, there are mixed grade levels within 2 contiguous grades among the proficiency levels depending on the student’s proficiency. Many factors are considered when grouping the students, including language proficiency, age, academic needs and class curriculum. Students receive either one or two periods of ENL instruction daily as per their NYSITELL or NYSESLET score. The ENL teacher provides six periods of instruction daily; the size of the classes ranges from two students to five students, allowing the ENL teacher to address the students’ diverse learning styles and differentiate instruction. Native language support is provided through the use of direct translation using native language glossaries and dictionaries, software programs used to translate and communicate with older newcomers able to use technology for translation. When necessary, native language support is used as scaffold during instruction.
   
   b. TBE program. *If applicable.*
      N/A
   
   c. DL program. *If applicable.*
      N/A

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
      The students in the ENL program include those in mainstream classrooms, self-contained special education, Collaborative Team Teaching Classes. Students that are identified as Entering or Emerging ELLs by the NYSITELL and/or the NYSESLET receive 360 minutes of ENL/Integrated instruction per week. Entering students receive 1 unit of study in ENL (180 Minutes/week) and 1 unit of study in ENL/ELA (180 Minutes). Emerging students have the same option as Entering students with .5 unit flexibility that can be in Stand Alone ENL or Integrated ENL/Content Area (90 Minutes/week) Students identified as Transitioning and Expanding receive 180 minutes ENL/Integrated instruction a week. ELL students that are proficient or Commanding level receive 90 minutes of Integrated ENL in ELA or Content Area instruction a week.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
   The content area and ENL teachers collaborate up to several days in advance regarding lesson plans. Students practice journal writing and essay writing several times a week, as well as engage in group activities regarding books they are reading in their classrooms. The ENL teacher provides instruction in Balanced Literacy (writing and reading workshops, shared reading and guided reading), phonics, math, science, social studies, and grammar. The ENL teacher is cognizant of the themes and topics and vocabulary being studied in the new ReadyGen ELA curriculum and supports students accordingly. Students also learn reading strategies (drawing conclusions, sequencing, cause and effect), which helps them in their mainstream classroom. ENL methodologies such as Total Physical Response in ELA, Science, and Social Studies instruction in all grades to help students.
learn and connect to new vocabulary by using their bodies to solidify a new concept, Realia, Visual, Books on Tape/CD, i-pads, and scaffolding are implemented in addition to balanced literacy strategies (writing and reading workshops and guided reading) to develop Basic Interpersonal Communicative Skills and Cognitive Academic Language Proficiency. Higher order thinking skills for content area learning is used as part of the instructional approach. Students engage in collaborative group work and cooperative learning experiences. They are immersed in lessons that provide explicit instruction in the structure of English, building background knowledge, vocabulary and oral language. The ENL teacher pushes in to provide targeted Common Core Instruction to ELLs based on what is being covered in the classroom. During Stand Alone ENL periods the ENL curriculum depends on what the classroom teachers are teaching in their classroom; if the classroom teacher is providing science instruction at the time that the ENL teacher is pulling out ENL students, then the ENL teacher will also provide science instruction keeping in mind the needs of the students and implementing the use of ENL methodologies as listed above. Since the CR Part 154 revisions offers some flexibility during other content areas other than ELA, the ENL teacher offers integrated instruction during Science, Social Studies and Math using the Go Math curriculum, and along with manipulatives during instruction for Math and Science such as scales, beakers, counters, clay to re-create models for class presentation and project-based learning, she also includes the above mentioned strategies and ENL student supports during instructional time.

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

We offer a freestanding ENL program which supports students in their home language through the use of personal translation using available technology, native language dictionaries, glossaries and vocabulary lists, etc. Students may take NYS assessments in Math and Science in their home language. The ENL teacher makes this recommendation based on the student’s level of proficiency in English and the home language.

5. 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

5a. We currently do not have any SIFE students in the future we are prepared to meet the needs of SIFE students by implementing a program that incorporates all ENL methodologies and materials throughout the student’s daily instruction. Students would be taught using a multi-sensory and multi-cultural approach. Our ENL teacher would work closely proving native language supports and the use of technology to meet education goals and incorporating TPR, expository learning, teacher modeling, small group work, role play, explicit reading intervention, and additional native language supports such as translated materials and native language instruction during extended day periods.

5b. Students who have been in US schools less than three years receive instruction based on their needs. The student receives instruction that is rich in language development which emphasizes phonics and reading strategies. If the student’s proficiency level is Entering or Emerging, then they receive ENL instruction for two periods a day. In their mainstream classroom, the student receives additional support from instructors in the NYU America Reads program. The ENL teacher works very closely with the student’s classroom teacher and together develops scaffolding techniques to help enhance the student’s learning. The ENL teacher will also help the ELLs in grades 3-5 familiarize themselves with the test components and use resources such as the Kaplan Test Prep guides used to prepare students for the NYSTP.

5c. PS 19 currently has 1 student receiving services for at least 4 years. He is immersed in lessons that provide explicit instruction in the structure of English, building background knowledge, and academic vocabulary development. As reflected by the NYSESLAT, many of these types of students need additional support in developing writing and/or reading strategies; therefore a strong focus is provided in these areas. Through small group instruction and one on one conferencing the ENL teacher works on developing academic English using reading and pre-reading activities and strategies such as prior knowledge, finding and understanding key vocabulary, text-to-self connections, main idea, retelling, and critical thinking. Similar work is done in order to develop strategies and skills to meet their academic writing needs.

5d. We currently do not have any Long Term ELLs, but in the future we would offer students who have been in NYC schools six or more years receive instruction based on their needs. Depending on their proficiency level, they would receive instruction for one or two periods or more depending on their needs by integrating core content instruction and providing the necessary support for student progress. The ENL program is not only rich in developing language through phonics and reading
instruction, but students would also receive instruction in developing reading and writing strategies in all content areas.

5.e. The ENL teacher continues to work with these students even after they have achieved Proficiency/Commanding levels on the NYSESLAT. The amount of time she devotes to each student after they have reached these levels varies by individual student, but they receive no less than the 90 minutes per week as mandated.

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

We currently have no ELL-SWD students. However, in the past we have utilized four different software programs to provide support and accelerate English language learning for ELLS with disabilities. They are: Lexia Learning software which provides native language support in Spanish, Fastforward, Imagine Learning (language support in 12 languages) and Istation. These programs provide detailed progress reports for the students which teachers use to provide more targeted instruction in weak areas. The ENL teacher works closely with the classroom teacher and other providers as per the student’s IEP, and coordinates and plans accordingly to ensure that each student is receiving grade-appropriate instruction while adhering to IEP mandated services and goals.

7. 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?

We currently have no ELL-SWD students. However, in the past, the ENL teacher provides integrated instruction into 12:1:1 classrooms to provide targeted instruction to ELLs WD without disrupting their schedule within the classroom. The technology teacher (who is also a licensed special education teacher) works with ELLs with disabilities during their prep time to provide access to Imagine Learning software and individual tutoring.

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

The ENL teacher works closely with all classroom teachers of ELLs in order to stay abreast of what students are learning and what content areas they may need additional support in. The ENL teacher works closely with cluster teachers, such as technology and science teachers to keep working on specific strategies and skills necessary for ELL success. The main focus is on reading and writing development and ELLs scoring in the proficient areas in listening and speaking but advanced or intermediate in reading and/or writing areas of the NYSESLAT. Support and interventions are provided focusing on strategies needed for ELA, Math and other content areas. Native language and transferring of content area knowledge is supported through the use of native language books, dictionaries, and computer software, plus direct translation through google translate and similar programs.

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

ELA:
• Grades 3-5 are using materials from Schoolnet and Kaplan Learning Services to focus AIS on NYS learning standards that students need additional help to master.
• Guided Reading Strategy groups are used in all grades.
During Technology Instructional time ELLs have access to Imagine Learning English program.

Mathematics:
• GoMath curriculum is emphasized. Translated versions of GoMath materials are provided in Spanish.
During Technology Instructional time students are able to use GoCentral.com to reinforce and support classroom learning.
Science:
• Professional development for classroom teachers on using Foss kits and other hands on science activities
• Increase the use of appropriate science vocabulary through greater focus on word study and interactive word wall
• Test sophistication PD in science for 4th grade classroom teachers
9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
ELL students have had access to Lexia Learning software in grades K-2 for the last several years. This year we are making a concerted effort to increase the time students spend on the software at home. This is because the software is now available on the ipad and Android platforms, making it easier to access at home.

10. If you had a bilingual program, what was the reason you closed it?
N/A

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
The students in the ENL program include those in mainstream classrooms, self-contained special education, and Collaborative Team Teaching Classes. ENL students are encouraged and supported in becoming part of any special programs offered in our school community such as Test Prep after-school program, 3rd Street Music School, Musical Mentors, Rosie’s Broadway Kids, Studio in a School, Go project, etc.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
The ENL teacher provides instruction in Balanced Literacy (writing and reading workshops, guided reading), phonics, math, science, social studies, and grammar. Students also learn reading strategies (i.e. drawing conclusions, sequencing, cause and effect) which helps them in their mainstream classroom, which are all equipped with Smartboards and provide access to laptops and i-pads. ENL methodologies such as Total Physical Response in ELA, Science, and Social Studies instruction in all grades to help students learn and connect new vocabulary by using their bodies to solidify a new concept, Realia, Visual, Books on Tape/CD, i-pads, and scaffolding are implemented in addition to balanced literacy strategies (writing and reading workshops and guided reading) to develop Basic Interpersonal Communicative Skills and Cognitive Academic Language Proficiency. Higher order thinking skills for content area learning is used as part of the instructional approach. Students engage in collaborative group work and cooperative learning experiences. They are immersed in lessons that provide explicit instruction in the structure of English, building background knowledge, vocabulary and oral language. The ENL classroom is language rich where there are ample instructional materials, a full classroom library categorized by genre, games and materials to develop and strengthen the ELLs’ needs. Lexia and i-station software are used with our English Language Learning to accelerate language acquisition.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
Native language support is provided through the use of native language dictionaries, when available native-language translated versions of classroom content work is provided for students as well as software allowing students to access native language information to better comprehend content area concepts and materials.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
Every effort is made to support each student at his/her age-appropriate grade level. The ENL teacher works closely with the classroom teachers to ensure that the ELL student is receiving grade level curriculum in all areas. By using integrated and stand alone instruction based on student needs, the ENL teacher is able to differentiate instruction that corresponds to the student’s age and grade level. With close classroom teacher collaboration the ENL teacher is able to provide resources and scaffolds that provide support to ELLs students throughout the day.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?

16. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
During the month of June, PS 19 provides an orientation to all parents of newly enrolled English Language Learners. During this orientation all school programs are discussed and parents are able to view a video that gives them information regarding the different ELL programs available. Objectives, materials, standards and assessments of the ENL program are also shared with the parents during the orientation. Parents have an opportunity to meet the school principal, assistant principal, coaches and ENL teacher.

When ELLs enroll after school has started, the ENL teacher offers individual orientation workshops for the families of ELLs. The ENL teacher works with the guidance counselor and parent coordinator to keep families informed of available resources within our school and the D1 community.

17. What language electives are offered to ELLs?
   NONE

18. For schools with dual language programs:
   a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
   b. In which language(s) is each core content area taught?
   c. How is each language separated for instruction?
   d. Is emergent literacy taught in the child’s home language first (sequential), or are both languages taught at the same time (simultaneous)?
   N/A

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 and non-pedagogic staff.) 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?

   PS 19 has one ENL Teacher. Ms. Rosales stays current by attending several workshops a year provided by our District and Borough Field Support Center specifically focusing on developing best practices for ELLs and Common Core Standards. This information is then distributed to all classroom teachers of ELLs to better provide ELL support while maintaining rigorous content and language demands. Recognizing that all teachers teach ELL students, PS 19 provides ongoing professional development. All teachers meet on Mondays from 2:30 to 3:40 for ELA and Math PD which includes ELL strategies.

   Many of these workshops focus on delivering Common Core-aligned instruction and collaborating with classroom teachers to ensure academic success for all ELLs. Another important area of focus is content area instruction for ELLs, this fall (2017) Ms. Rosales will continue to attend the following workshop being offered by CSD 1 and 2: Supporting English Language Learners with High-Cognitive Mathematical Tasks (3-5), Strengthening Tier I Math Instruction within an RTI Model for ELLs. Ms. Rosales has also registered for the following Professional Learning Opportunity offered by the Manhattan FSC, on the following dates: 9/19/17, 10/19/17, 11/28/17, 01/17/18, 03/08/18. The information from these sessions will be shared with her colleagues during our Monday professional development time and at grade level meetings.

2. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to ELL Policy and Reference Guide, Professional Development section.

   PS 19 provides Professional Development Workshops on Mondays which include Ms. Rosales conduction of workshops and presentations on ELL methodologies and strategies. For non-ELL teachers, these workshops meet the 15% of total PD hours requirement of CR Part 154.2. Attendance is kept on a sign in sheet for each session.
In order to meet the 50% of all hours for her PD, Ms. Rosales attends workshops offered through our Borough Field Support Center and DELLs. (See list below). During the 2017-2018 SY, Ms. Rosales will continue to attend the following workshop being offered by CSD 1 and 2: Developing Academic Language for ELL in Mathematics for Elementary Schools and Analyzing the Language Demands of the Science Register: The Literacy Connection Institute (K-12). The information from these sessions will be shared with her colleagues during our Monday professional development time and at grade level meetings.

Identification, Placement, Assessment

Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
PS 19 has designated every Tuesday after school for parent engagement. At this time, our ENL teacher conducts meetings with parents, and works on reaching out to parents via phone, e-mail, newsletter to keep parents updated on the ENL program, student progress in ENL and in their mainstream classroom. At this time, the parent meetings include 1 to 1 meetings with their classroom teacher to discuss student progress and assessments. Translation is provided for parents through PS 19 staff and through the interpretation and translation unit.

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
Our goal is for parents to be involved in the educational program of their child and with the larger PS 19 community through the classroom and PTA. In the Fall, the ENL teacher hosts two workshops for parents where the ESL program, curricula and school structures are explained. One is for new parents and one is for parents of continuing students. The ENL teacher sends home translated invitations to parents to attend our Tuesday afternoon parent engagement time and translates the Principal’s monthly newsletter.
In January, the ENL teacher invites parents back for a workshop covering student progress, upcoming testing, and plans for the following year. Due to the number of foreign languages spoken, translation is used to facilitate communication with parents at these gatherings. Parent workshops, are held 2 times per month throughout the school year by the Literacy Coach and the parent coordinator. The ENL teacher facilitates 4 of these workshops, providing reading and writing strategies for their children to use in school and at home.

Additional Information

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

Paste response here:
Part V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Jacqueline Flanagan, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
# Part VI: LAP Assurances

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

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jacqueline Flanagan</td>
<td>Principal</td>
<td></td>
<td>10/15/17</td>
</tr>
<tr>
<td>Janet Chasin</td>
<td>Assistant Principal</td>
<td></td>
<td>10/15/17</td>
</tr>
<tr>
<td>Marivette Cruz</td>
<td>Parent Coordinator</td>
<td></td>
<td>10/15/17</td>
</tr>
<tr>
<td>Esperanza Rosales</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>10/15/17</td>
</tr>
<tr>
<td>Christina Sahibzada</td>
<td>Parent</td>
<td></td>
<td>10/15/17</td>
</tr>
<tr>
<td>Esmahan Succar</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>10/15/17</td>
</tr>
<tr>
<td>Agnes Torres</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>10/15/17</td>
</tr>
<tr>
<td>Corinne Nieves</td>
<td>Coach</td>
<td></td>
<td>10/15/17</td>
</tr>
<tr>
<td>Cindy Lerner</td>
<td>School Counselor</td>
<td></td>
<td>10/15/17</td>
</tr>
<tr>
<td>Daniella Phillips</td>
<td>Superintendent</td>
<td></td>
<td>10/15/17</td>
</tr>
<tr>
<td>Alice Cohen</td>
<td>Field Support Center Staff Member</td>
<td>Manhattan</td>
<td>10/15/17</td>
</tr>
<tr>
<td>Other ____</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other ____</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other ____</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**2018-2019 Language Translation and Interpretation Plan for Parents**

*Requirement under Chancellor's Regulations A663 for all schools*

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

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Esperanza</td>
<td>Rosales</td>
<td>ENL Teacher</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

**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 that cannot communicate in English (not just parents of ELL students).

**Part A: Identification and Assessment of Parents that Cannot Communicate in English**

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

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

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.
<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese</td>
<td>9</td>
<td>3.52</td>
<td>7</td>
<td>2.73</td>
</tr>
<tr>
<td>Cantonese</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>.39</td>
</tr>
<tr>
<td>English</td>
<td>230</td>
<td>89.84</td>
<td>233</td>
<td>91.02</td>
</tr>
<tr>
<td>Spanish</td>
<td>15</td>
<td>5.86</td>
<td>15</td>
<td>5.86</td>
</tr>
</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

N/A

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Handbook, monthly Principal Newsletter, SLT Meeting notices, parent</td>
<td>Beginning of year, Monthly Basis and</td>
<td>We utilize current staff and use many of the already translated documents available on the Translation and</td>
</tr>
<tr>
<td>flyers, G&amp;T application information, NYS testing information, parent teacher</td>
<td>as conferences and Testing dates</td>
<td>Interpretation Link through the DOE</td>
</tr>
<tr>
<td>conference announcements, PTA flyers</td>
<td>approach.</td>
<td></td>
</tr>
<tr>
<td>Monthly Principal Newsletter</td>
<td>Monthly Basis</td>
<td>Several members of our staff are part of the written translation of Monthly Newsletters.</td>
</tr>
<tr>
<td>Meeting Notices</td>
<td>As needed</td>
<td>We utilize current staff and use many of the already translated documents available on the Translation and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interpretation Link through the DOE</td>
</tr>
<tr>
<td>Field Trip Notices</td>
<td>As Needed</td>
<td>Same as above</td>
</tr>
</tbody>
</table>

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, when they will occur, and plans to provide interpretation at those meetings.
### Meeting Name vs. Month/Frequency of Meetings vs. How does your school plan to provide interpretation service(s)?

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>We contact the Translation and Interpretation Unit two weeks prior to each of the parent teacher conferences which are held 4x per year: September, November, March and May. In addition, parent involvement is held every Tuesday from 2:30 to 3:30. IEP meetings are held in accordance with student IEPs, ENL orientations and workshops, Coach and parent coordinator hold parent workshops 2X per month. Attendance teacher and school staff reach out to parents as appropriate.</td>
<td>Weekly and Monthly Basis and as meeting come up throughout the school year.</td>
<td>We contact the Translation and Interpretation Unit two weeks prior to each of the parent teacher conferences which are held 4x per year: September, November, March and May. In addition, parent involvement is held every Tuesday from 2:30 to 3:30. IEP meetings are held in accordance with student IEPs, ENL orientations and workshops, Coach and parent coordinator hold parent workshops 2X per month. Attendance teacher and school staff reach out to parents as appropriate.</td>
</tr>
<tr>
<td>IEP Meetings</td>
<td>As needed</td>
<td>Staff members and utilize Translation and Interpretation Unit</td>
</tr>
<tr>
<td>Parent Involvement on Tuesdays from 2:30 - 3:30</td>
<td>Weekly Basis</td>
<td>Staff members and utilize Translation and Interpretation Unit</td>
</tr>
<tr>
<td>Parent Workshops</td>
<td>Monthly Basis or as needed</td>
<td>Staff members and utilize Translation and Interpretation Unit</td>
</tr>
</tbody>
</table>

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

 Many Staff member of our school community are available for direct contact with parents and we also utilize over the phone translation services for low incident language needs.

### Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

We distribute pertinent information during Monday PD staff meetings and/or as needed during collaborative planning time and teacher meetings.

### Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc..)
Our school has several Welcome Posters posted at key locations as parents are entering our building and again in the main office so they can easily point to their native language and a translator can be provided. Our Language Access Coordinator has posted signs in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services by the main entrance, near the main office and in vestibule outside of the auditorium. Translated signs, in the covered languages, are available at http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm

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

PS 19's school’s safety plan contains procedures for ensuring that parents in need of language access services are not prevented from reaching the school’s administrative offices solely due to language barriers. Signs in the most covered languages are posted at the front door near the safety agent. In addition the safety agent contacts the ENL teacher or parent coordinator when a parent entering the building requires language assistance. The Safety Agent also has the contact information for the DOE Translation Unit in the event that an interpretation over the phone is needed. Each school at which the parents of more than 10% of the children at such school speak a primary language that is neither English nor a covered language, shall obtain from the Translation and Interpretation Unit a translation into such language of the signage and forms required pursuant to this section and shall post and provide such forms in accordance with this section. This requirement is not applicable to PS 19, as our most common occurring languages are Spanish and Chinese.

Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

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