2018-19

COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 31R019

School Name: P.S. 019 THE CURTIS SCHOOL

Principal: LYNETTE CARTAGENA
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Public School 19                   School Number (DBN): 31R019
Beds Code: 353100010019
Grades Served: PreK-5
School Address: 780 Post Avenue, Staten Island, NY 10310
Phone Number: 718-442-3860                                                  Fax: 718-815-2862
School Contact Person: Lynette Cartagena                                      Email Address: LCartag2@schools.nyc.gov
Principal: Lynette Cartagena
UFT Chapter Leader: Milagros Colon
Parents’ Association President: Maryann Howell
SLT Chairperson: Ellen Overbye
Title I Parent Representative (or Parent Advisory Council Chairperson): Angela Carcamo
Student Representative(s): xNA
CBO Representative: xNA

District Information

Geographical District: 31                                                  Superintendent: Vincenza Gallasio
Superintendent’s Office Address: 715 Ocean Terrace, Staten Island, NY 10301
Superintendent’s Email Address: VGallas@schools.nyc.gov
Phone Number: 718-420-5667                                                  Fax: 718-420-5677

Field Support Center (FSC)

FSC: Staten Island                                                  Executive Director: Kevin Moran
Executive Director’s Office Address: 715 Ocean Terrace, Staten Island, NY 10301

Executive Director’s Email Address: kmoran2@schools.nyc.gov

Phone Number: 718-556-8367

Fax: 718-815-2862
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, available on the New York City Department of Education (NYCDOE) website.

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lynette Cartagen</td>
<td>*Principal or Designee</td>
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<td>Milagros Colon</td>
<td>*UFT Chapter Leader or Designee</td>
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<td>Mariann Howell</td>
<td>*PA/PTA President or Designated Co-President</td>
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<tr>
<td>Laura Castellano</td>
<td>DC 37 Representative (staff), if applicable</td>
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<td>Angela Carcamo</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
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<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<td>CBO Representative, if applicable</td>
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<tr>
<td>Evelyn Crespo</td>
<td>Member/ Teacher</td>
<td></td>
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<tr>
<td>Ellen Overbye</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Joy Green</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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</tr>
<tr>
<td>Fabia Rivera</td>
<td>Member/ Parent</td>
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<tr>
<td>Malcolm Wilson</td>
<td>Member/ Parent</td>
<td></td>
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<tr>
<td>Karene Carmenatty</td>
<td>Member/ Parent</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
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.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
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<tbody>
<tr>
<td><strong>Rigorous Instruction</strong>: 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>
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<td><strong>Supportive Environment</strong>: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
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<td><strong>Collaborative Teachers</strong>: 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>
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<td><strong>Effective School Leadership</strong>: 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>
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<td><strong>Strong Family-Community Ties</strong>: 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>: 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>
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</tbody>
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**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:

I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
III. 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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<tr>
<td>P.S.19, The Curtis School, nurtures and empowers tomorrow’s leaders so they can make a positive difference in the world while achieving personal and academic success. We provide our students with the opportunities necessary to achieve their personal best while they are learning to become responsible, productive citizens inspired to give back to the community.</td>
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</tbody>
</table>
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.

P.S. 19 is located in the Port Richmond community and takes pride in its diversity. As a Title 1 School wide program we serve approximately 500 students, across 25 classrooms ranging from Pre Kindergarten to 5th grade.

All staff members are committed to developing leaders for the 21st century who will make the world a better place. For the upcoming school year we are adopting a school wide balanced literacy approach in English Language Arts subject areas and embracing teaching practices that develop conceptual understandings in Mathematics to ensure student readiness and success for their college and career years.

P.S. 19 has a deep appreciation and respect of biculturalism and diversity. We pride ourselves with being responsive to the cultural and linguistic backgrounds of our students as well as meeting the needs of our most diverse learners. We proudly celebrate our Dual Language program which was identified as a model program by the DOE in the 2015-2016 school year.

We have strong partnerships with community organizations that enrich and support students art and literacy experiences in order to guide them along the path to college.

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

Our student population is 71% Hispanic, 13% African American, 7% Caucasian, 5% Asian and 5% of other ethnic groups. Within our population we provide quality mandated services for our English language learners (17%) and our students with disabilities (27%)

Through the variety of specialized instructional programming offerings we reach our broad range of learners. Our programs include Dual Language classes (target language Spanish), ELL enrichment classes, and Specialty classrooms across Kindergarten-5th grade. Our school specialty classrooms include Integrated Co-Teaching classes (ICT) on every grade and 5 self-contained classes which support the needs of students with a range of learning differences.

Our school proudly serves over 75 mandated English Language Learners. Our ENL specialists and certified Bilingual teachers are experts in providing strategic support and targeted intervention that supports learning while students are acquiring a second language. Teachers work collaboratively in classrooms to support students in their classroom. Additionally, it is routine practice for all team members to pull strategic small groups to target and develop areas of need.

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.

This past school year we continued to make progress in:

- Strong Family-Community Ties: Establishing a home-school connection where parents became partners and joined us for a variety of learning opportunities throughout the school year. Data indicates an increase of 30% in the past two years.
- Collaborative Teachers: Developing distributive leadership among teachers through collaborative planning, team meetings and inter-visitations. This work served to strengthen our instructional practices and improve student outcomes. Comparative data indicates an increase of .75 in our collaborative teacher score based on our NYC survey.
For the 2018-2019 school year we will focus on:

- Rigorous Instruction: Tailoring our instructional practices to meet the needs of our diverse learners by adopting a school wide Balanced Literacy model which provides students with customized, inclusive, motivating instruction which is aligned to standards and will lead to an increase of our students reading levels.
- Supportive Environment: Establish and adopt a school wide framework for positive behavioral interventions and supports (PBIS) to strengthen and communicate our school community's core beliefs when it comes to a safe and nurturing learning environment which has high expectations for behaviors and academics.
### School Demographics and Accountability Snapshot for 31R019

#### School Configuration (2018-19)
- **Grade Configuration:** 0K,01,02,03,04,05
- **Total Enrollment (2017-18):** 591
- **SIG Recipient (Y/N):** No

#### English Language Learner Programs (2018-19)
- **Transitional Bilingual:** N/A
- **Dual Language:** Yes
- **Self-Contained English as a Second Language:** N/A

#### Special Education Programs/Number of Students (2015-16)
- **# Special Classes (ELA):** 50
- **SETSS (ELA):** 3
- **# Integrated Collaborative Teaching (ELA):** 76
- **# Special Classes (Math):** 50
- **SETSS (Math):** 1
- **# Integrated Collaborative Teaching (Math):** 76

#### Types and Number of Special Classes (2018-19)
- **# Visual Arts:** 28
- **# Music:**
- **# Drama:**
- **# CTE:**
- **# Dance:**
- **# SETSS:**
- **# Integrated:**
- **# Special Classes:**
- **# Special Classes:**

#### School Composition (2017-18)
- **% Title I Population:** 94.0%
- **% Attendance Rate:** 91.8%
- **% Free Lunch:** 81.7%
- **% Reduced Lunch:** 2.5%
- **% Limited English Proficient:** 19.5%
- **% Students with Disabilities:** 27.2%

#### Racial/Ethnic Origin (2017-18)
- **% American Indian or Alaska Native:** 1.4%
- **% Black or African American:** 11.7%
- **% Hispanic or Latino:** 71.8%
- **% Asian or Native Hawaiian/Pacific Islander:** 5.4%
- **% White:** 7.6%
- **% Multi-Racial:** 3.7%

#### Personnel (2015-16)
- **Years Principal Assigned to School (2018-19):** 2.25
- **# of Assistant Principals (2016-17):** 4
- **% of Teachers with No Valid Teaching Certificate:** 0%
- **% Teaching Out of Certification (2014-15):** 7.7%
- **Average Teacher Absences:**

#### Student Performance for Elementary and Middle Schools (2017-18)
- **ELA Performance at levels 3 & 4:** 33.7%
- **Mathematics Performance at levels 3 & 4:** 30.2%
- **Science Performance at levels 3 & 4 (4th Grade) (2016-17):** 85%
- **Science Performance at levels 3 & 4 (8th Grade) (2016-17):** N/A

#### Student Performance for High Schools (2016-17)
- **ELA Performance at levels 3 & 4:** N/A
- **Mathematics Performance at levels 3 & 4:** N/A
- **US History Performance at Levels 3 & 4:** N/A
- **6 Year Graduation Rate (2011 Cohort):** N/A
- **% ELA/Math Aspirational Performance Measures (2015-16):** N/A

#### Overall NYSED Accountability Status (2018-19)
- **No Recognition:** N/A
- **Local Assistance Plan:** No
- **Focus School Identified by a Focus District:** No
- **Focus Subgroups:** N/A

### 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
  - Black or African American: Yes
  - Hispanic or Latino: N/A
  - Asian or Native Hawaiian/Other Pacific Islander: N/A
  - White: N/A
  - Multi-Racial: N/A
  - Students with Disabilities: Yes
  - Limited English Proficient: N/A
  - Economically Disadvantaged: Yes
  - ALL STUDENTS: N/A
- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):**
  - American Indian or Alaska Native: N/A
  - Black or African American: Yes
  - Hispanic or Latino: N/A
  - Asian or Native Hawaiian/Other Pacific Islander: N/A
  - White: N/A
  - Multi-Racial: N/A
  - Students with Disabilities: Yes
  - Limited English Proficient: Yes
  - Economically Disadvantaged: Yes
  - ALL STUDENTS: N/A
- **Met Adequate Yearly Progress (AYP) in Science (2016-17):**
  - American Indian or Alaska Native: N/A
  - Black or African American: N/A
  - Hispanic or Latino: Yes
  - Asian or Native Hawaiian/Other Pacific Islander: N/A
  - White: N/A
  - Multi-Racial: N/A
  - Students with Disabilities: Yes
  - Limited English Proficient: N/A
  - Economically Disadvantaged: Yes
  - ALL STUDENTS: N/A

#### High School
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17):**
  - American Indian or Alaska Native: N/A
  - Black or African American: N/A
  - Hispanic or Latino: N/A
  - Asian or Native Hawaiian/Other Pacific Islander: N/A
  - White: N/A
  - Multi-Racial: N/A
  - Students with Disabilities: Yes
  - Limited English Proficient: N/A
  - Economically Disadvantaged: Yes
  - ALL STUDENTS: N/A
- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):**
  - American Indian or Alaska Native: N/A
  - Black or African American: N/A
  - Hispanic or Latino: N/A
  - Asian or Native Hawaiian/Other Pacific Islander: N/A
  - White: N/A
  - Multi-Racial: N/A
  - Students with Disabilities: Yes
  - Limited English Proficient: N/A
  - Economically Disadvantaged: Yes
  - ALL STUDENTS: N/A
- **Met Adequate Yearly Progress (AYP) in Graduation (2016-17):**
  - American Indian or Alaska Native: N/A
  - Black or African American: N/A
  - Hispanic or Latino: N/A
  - Asian or Native Hawaiian/Other Pacific Islander: N/A
  - White: N/A
  - Multi-Racial: N/A
  - Students with Disabilities: Yes
  - Limited English Proficient: N/A
  - Economically Disadvantaged: Yes
  - ALL STUDENTS: 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

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.

Rigorous Instruction

Data Analysis of the 2018 New York State Common Core English Language Arts Exam (ELA) revealed the following:

- Increase of 11% for the all students category.

Subgroup data of this same time period revealed:

- 5% increase of proficiency level for Students with disabilities
- There was no increase of English Language Learners proficiency rate

Data Analysis of the 2018 New York State English as Second Language Achievement Test (NYSESLAT) revealed the following:

- 56% students made gains to next category of language proficiency
- 39% students made gains within the category but not enough to move to the next category
- 3% of students slipped back in performance within the proficiency level as the rigor of the assessment increased
- 1% of students slipped back into a lower level of proficiency as the rigor of the assessment increased

Our Teacher’s College Reading and Writing Project, TCRWP, running record data for the 2017-2018 school year revealed

- 99% of students moved up in reading levels
- 37% of students increased their performance band moving towards proficiency
- 49% of students stayed in the same performance band
- 8% of our students slipped back a performance band
In summary, our data demonstrated while our students are consistently making gains, moving up levels, many of them are not able to keep up with the movement demanded to meet the grade level standards. In order to address this issue we focus on improving the quality of reading instruction.

**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, as a result of small group instruction and conferring there will be a 5% increase in the percentage of students in grades 1-5 reading at or above grade level as measured by the end-of-year TC Assessment results.
### 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).

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<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
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<tr>
<td>Who will be targeted?</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
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<tr>
<td>All students</td>
<td>Sept. 2018-June 2019</td>
<td>Teachers &amp; Administrators</td>
</tr>
<tr>
<td>At risk students including ELL &amp; SWD Bottom 1/3</td>
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</table>

In order to meet the needs of our diverse learners the following structures will be in place.

- Balanced Literacy approach for teaching areas of English Language Arts across the grades.

- Small group instruction, tailored to the needs of our students, which may include but is not limited to guided reading, strategy lessons, close reading and/or Orton-Gillingham will be implemented will take place daily.

- Lessons implemented will include strategies, scaffolds and supports to enable our most diverse learners to be meaningfully engaged with the content. (Universal Design for Learning (UDL) /Tier 1 supports)

- Offer morning program, after school and/or Saturday Academy to provide targeted instruction for struggling students.

### Professional Development

Teacher pedagogy will be refined by varied professional learning opportunities including, but not limited to, collaborative planning, work with ULIT coach(K-2), observation feedback, attendance at professional learning communities (PLC) on Mondays, and/or workshops given by NYCDOE and District 31.

<table>
<thead>
<tr>
<th>All teachers</th>
<th>Sept. 2018-June 2019</th>
<th>Teachers &amp; Administrators</th>
</tr>
</thead>
</table>
Teachers will make evidence-based adjustments to their units, lessons, and teaching practices for all students, with consideration for SWD and ELL students.

Teachers will work with data specialist to look at student data critically and develop next steps to refine instructional practices based on this data.

Parent Engagement
Teachers will communicate regularly with parents to develop transparent, trusting relationships through updating grade level page on website; creating monthly newsletters, contacting parents regularly on their child’s progress; on-going communication during Parent Engagement time and as needed throughout the school year.

Providing workshops for parents to help them assist their children make progress. Several topics to be considered by grade-level teachers include understanding the demands of the standards, over-viewing curriculum expectations; preparing for state exams; work habits; behavior and how they can help their children.

Engaging parents as active participants, contributors and cultural liaisons to the school community by inviting them on trips, in class for celebrations and during Fabulous Friday activities.

Parents will be reminded of additional resources for their child at home via on-going communication from classroom teachers; Razkids & I-Ready.
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.

Our teacher teams on each grade will provide at least 2 workshops, one for ELA and one for math, that will outline the grade level demands and how students will be measured. Additionally, teachers will send home monthly newsletters, first week of the month, which will outline the standards work we will be doing as well as strategies they can use to support their child’s academic success. Throughout the course of the year grade level teams will provide parent workshops that will overview unit goals and strategies students will be taught. Parents will walk away with resources that will enable them to help their child at home. Assistant principals will oversee and manage this work. These workshops will take place beginning in October and through May.

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.

| All Teachers: Administration; Paraprofessionals; Related Service Providers |

ELA: Balanced Literacy; Socratic Discussion; Guided Reading and Independent Libraries; TCRWP assessments; RazKids; Orton-Gillingham materials, various trade and web-based materials.

- Per-session will be provided for initial unit planning
- Per-session will be provided for data specialist for analysis of trends in a timely manner
- Per-diem will be provided to select teachers/paraprofessional out to workshops to refine their practices
- Per-session for Title I and Title III programs for teachers and administrators to support target population
- Cost for consultant and of workshops to support meeting the needs of our diverse learners will be allocated as budget permits

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>
<tbody>
<tr>
<td>X</td>
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<tr>
<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
</tr>
<tr>
<td>X</td>
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</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 of 2019 there will be a 5% increase in the percentage of students in grades 1-5 reading at or above grade level as measured by midyear TC Assessment results.

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

TCRWP Running Records for ELA

**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

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?

Data from our 2017 - 2018 New York City School Survey revealed the following:

Data Analysis demonstrating school strengths:

- 95.8% of parent responses to the survey was positive
- 97% of parents agree that at school their child is safe
- 83% of teachers say that adults see disruptive behavior as socio-emotional learning opportunities.
- 83% of teachers say that adults at their school teach students the skills they need to regulate their behavior

Data Analysis demonstrating school needs:

- 45% of teachers say that students do not behave well in class when the teacher isn’t watching
- 36% of teachers expressed some concern about classroom behavior
- 27% of teachers expressed concern that students are not working hard to get good grades
- 69% teachers have influence over standards of student behavior.

Our overall average rating is 6% below the district average in safety,

A supportive environment is one where students feel safe, supported and challenged by their teachers and peers. The data trends highlighted above identify some shifts that need to be implemented. As such we will focus on reducing the number of infractions which impact a safe, supportive environment while developing leadership skills.

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, as a result of the implementation of PBIS, there will be a 5% decrease in percentage of levels 3, 4, and 5 infractions as measured by the end of year OORS Occurrence Summary.
### 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>Research based instructional programs, professional development and/or systems and structures needed to impact change</th>
<th>Target Group(s)</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>
<tbody>
<tr>
<td></td>
<td>Staff and Students</td>
<td>Sept 2018 to June 2019</td>
<td>PBIS Team (includes admin, teachers and paras)</td>
</tr>
<tr>
<td></td>
<td>Teachers &amp; paraprofessionals</td>
<td>Sept 2018 to June 2019</td>
<td>RJIS Team (includes admin, teachers and parent coordinator)</td>
</tr>
<tr>
<td></td>
<td>Students</td>
<td>Sept 2018 to June 2019</td>
<td>Wellness Team (includes admin, teachers and paras)</td>
</tr>
</tbody>
</table>

**Strategies to address the needs of students with disabilities and other students who fall into this category**

- Professional learning experiences will have equipped staff with the skill set needed to address the social emotional needs of students - which include co-

| | Teachers & paras | Sept 2018 to June 2019 | Administration, Teachers, Paras, Guidance Counselor & SAPIS |
regulation techniques that will lead to self-regulation techniques.

- On-going programs to support choices students make will continue in collaboration and partnerships with our SAPIs, Youth Officers, YMCA and NY Foundling.

- We will allocate time within the school day, at least 3x week, for morning meetings so we can address on-going challenges. School staff assigned to lunchroom, auditorium and school yard will work to support students’ as needed.

- We will provide opportunities to showcase and celebrate accomplishments, including Citizen of the month.

**Parent Engagement**

Guidance Counselor will organize Internet and bullying workshops for students and parents.

Parent Coordinator will partner with community based organizations to provide parents with workshops appropriate to the needs of our students.
A member of the administrative team will be available to parents during after school hours, by appointment to discuss specific concerns parents have and to develop a plan of action to deal with those concerns.

Parents will be invited in the building throughout the school year to celebrate students learning and be a part of the school community.

Teachers will communicate regularly with parents and develop transparent, trusting relationships. This includes sharing upcoming learning opportunities via a grade newsletter as well as updating parents on students' progress via phone, email, and/or ClassDojo.

### 3b – Parent and Family Engagement

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidance Counselor and/or SAPIS worker will facilitate 2 parent workshops throughout the year to support the work of the goal. These workshops will relate directly with the needs of students and how parents can support their child. These workshops will be held in November and March. The person responsible for the implementation and the oversight will be the school guidance counselor. PTA will collaborate with guidance counselor and SAPIS to facilitate</td>
</tr>
</tbody>
</table>
workshops on how to help facilitate our students at home. PTA will ensure all paperwork from counselors or SAPIS are available in the PTA office at all times.

**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.

- Per-session for guidance counselor, teachers and administration to conduct parent workshops after school
- Supplemental resources and materials to support activities related to the goal will be purchased (such as, but not limited to, specific read alouds, assembly programs, and team building games)
- Cost of training and per-diem to train staff members in techniques to manage students emotional needs.

**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></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>
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<tbody>
<tr>
<td>✔</td>
<td>❌</td>
<td>✔</td>
<td>❌</td>
<td>☑</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✔</td>
<td></td>
<td>✔ 21st Century Grant</td>
<td>❌ SIG</td>
<td>PTA Funded</td>
<td>❌ In Kind</td>
<td>☑ Other</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.

In February 2019 there will be a 5% decrease in percentage of levels 3, 4, and 5 infractions as measured by the June 2019 OORS Occurrence Summary.

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

OORS report data

**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.

Data Analysis of NYS Math Test Scores and trends from the 2017-2018 school year

- 2% decrease in number of students meeting math proficiency levels of 3 & 4 based on NYS Math Exam
- 9% of our students are performing at Level 4 - above grade level standards
- General Education students meeting proficiency level remained the same at 37%
- 10% decrease in students with disabilities meeting proficiency levels

Needs:

- Our students, on average, performed 13% below the city on constructed and extended response math questions

Data Analysis of the 2017 - 2018 NYC School Survey revealed

Positive Response rate to the following by % is listed in parenthesis:

- talk productively about with one another about instruction (100)
- feel respected by one another. (96)
- design instructional programs together (100)
- included enough time to think carefully about, try, and evaluate new ideas. (84)
- teachers respect each other's expertise (98)

In response to those needs this year our focus will be on

- increasing professional learning opportunities in math
- an increased amount of teachers working productively with colleagues in the area of mathematics
- opportunities for teachers to facilitate sessions of best practices to various grade level teams instead of just their own
- using collaborative inquiry to develop action plans in the area of mathematical practices
<table>
<thead>
<tr>
<th>Part 2 – Annual Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>By June 2019, as a result of inter-school school planning and collaboration and the work of Impact Teams, 3% of students in grades 4 &amp; 5 will show an increase in the percentage of students reaching proficiency (level 3 and level 4) on the NYS Math exam as measured by the results of the 2019 NYC School Quality Guide.</td>
</tr>
</tbody>
</table>
## 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>Who will be targeted?</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
<tr>
<td><strong>Structures needed to impact change</strong></td>
<td></td>
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</tr>
<tr>
<td>Specialty Team will be established and meet once a month during in a cohort to explore conceptual mathematical practices.</td>
<td>All teachers</td>
<td>10/18-6/19</td>
</tr>
<tr>
<td>Select teachers will attend PD cycle based on the specific needs of students.</td>
<td>Select Teachers</td>
<td>10/18-6/19</td>
</tr>
<tr>
<td>Core Instructional Team will begin to meet during the school day, at least once a month, to discuss active PD/PLC impact and be part of inter-school planning</td>
<td>Select Teachers</td>
<td>10/18-6/19</td>
</tr>
<tr>
<td>Teachers will plan instruction during common preps, participate in class visits, and share out what has worked well in individual classes.</td>
<td>Select Teachers</td>
<td>10/18-5/19</td>
</tr>
</tbody>
</table>
### Strategies to address the needs of students:

- Dedicating time for teachers to collaborate and design instruction, analyze student work, and develop rigorous lessons as a team.
- Providing opportunities for teachers to participate in meaningful professional development that addresses the needs of ELLs and SWD.
- Anchoring instruction by strategically using research-based practices (e.g., multimedia, visuals, graphic organizers, etc.) to give our most diverse learners access to the work of the standards.

<table>
<thead>
<tr>
<th>All teachers</th>
<th>10/18 - 5/19</th>
<th>Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers</td>
<td>10/18-5/19</td>
<td>Administration</td>
</tr>
<tr>
<td>All teachers</td>
<td>10/18-5/19</td>
<td>Administration</td>
</tr>
</tbody>
</table>

### Parent Involvement

- Parent Teacher conferences/meetings to inform parents of student progress and share strategies to support their students.

<table>
<thead>
<tr>
<th>Parents</th>
<th>10/18 - 6/19</th>
<th>Parent Coordinator, Teachers, Administrators</th>
</tr>
</thead>
</table>
- PS 19 newsletters posted on website will include information on grade level instructional foci; tips/resources to support student learning and upcoming events.
- Parent Coordinator and PTA newsletters; School Messenger system.

### 3b – Parent and Family Engagement

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.

Included in 2 P.T.A. meetings, December and February a report will be given to parents by one of the Instructional Core Team members or an administrator to update specific goals based on our current Inquiry cycles/math work in different grades. Parents will be invited to attend the following throughout the school year: one parent workshop on student Inquiry focus (December) and a classroom event to see work focused on in action (January). Additionally, grade level newsletters, at least 2 times during the school year (December, and February), will outline what parents can do at home to support their child in this area. The Instructional Core Team and Administrative Team will be responsible for the implementation and oversight.

### 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.
● Establishment of core instructional team to meet once a month during other professional work time to progress monitor this work and establish next steps (depending on need, especially in the beginning of the year this may lead to a per-session opportunity (1hr * 2x per month * 12 participants)

● Per session to cover parent meetings after school

● Per diem to cover on-going professional development / planning

● Cost of outside professional development, if applicable

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></th>
<th>Tax Levy</th>
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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.

In February 2019, 3% there will be an increase in the percentage of students in grades 4 & 5 reaching proficiency (level 3 and level 4) on math mock exam created with released questions.

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

in house progress monitoring through math problem solving data collection process

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

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? 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? Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

Results of the 2017 - 2018 Quality Review revealed:

Strengths:

- Completion of observations and feedback based on time frame established by the NYCDOE, tracked in Advance.
- Data systems in place for progress monitoring.
- Active support and presence of the administrative team in meeting the socio-emotional needs of students.

Focus areas:

- To support teachers in nurturing and empowering assessment capable learners who take ownership of their learning by having goals, action plans and progress monitoring structures in place.

Utilizing assessment in instruction will lead our teachers to push our students to take ownership of their learning goals and the plans of actions that will enable them to succeed.

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019, as a result of specific feedback 90% of teachers will have overall effective or highly effective ratings in the Danielson component 3d.</td>
</tr>
</tbody>
</table>
### 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).

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

<table>
<thead>
<tr>
<th>Systems and structured needed to impact change:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Make learning opportunities, for teacher leaders, accessible to a variety of teachers.</strong></td>
</tr>
<tr>
<td><strong>Extend opportunities for teachers to visit classrooms to learn from one another, supporting critical friends work.</strong></td>
</tr>
<tr>
<td><strong>Provide opportunities for common planning so teachers have the time needed to reflect on their practices, share best practices and/or review student work.</strong></td>
</tr>
<tr>
<td><strong>Establish data meetings with teachers, whereby we can discuss and plan next steps based on data.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategies to address students' needs:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Providing a learning environment rich in student supports that foster independence (Assessment Capable Learners) which will include unpacking of success criteria with students.</strong></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>
<tbody>
<tr>
<td>Teachers</td>
<td>October 2018 to May 2019</td>
<td>Administration, Data Specialist &amp; Teacher Team</td>
</tr>
<tr>
<td>Teachers</td>
<td>October 2018 - May 2019</td>
<td>Administration, Data Specialist &amp; Teacher Teams</td>
</tr>
<tr>
<td>All teachers</td>
<td>October 2018 to June 2019</td>
<td>Administration, Data Specialist &amp; Teacher Team</td>
</tr>
</tbody>
</table>
- Development of student individual goals with action plans.
  All teachers
  October 2018 to June 2019

- Progress monitoring of student goals.
  All teachers
  All teachers

Parent Leadership and Engagement:

- Design specific activities that invite parents to be actively involved in classroom events supporting students with this work.
  All parents
  Sept 2018 - June 2019

- Partner with the PTA to discuss what it means to be assessment capable learners, so we work together to provide our children with the resources and supports they need to be successful.
  All parents, teachers and students
  Sept 2018 - June 2019

- Use the collective expertise of the SLT to come up with ways to support student success in this area.
  All parents, teachers and students
  October 2018 - May 2019

Teachers, Admin, parent coordinator, PTA president

Teachers, Admin, parent coordinator, PTA president
**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.

Include in at least 2 P.T.A. meetings throughout the school year a report will be given to parents by one of the Instructional Core Team members or an administrator with things they can do to support their child in engaging in self assessments. Parents will be invited to attend the following throughout the school year: one parent workshop on student self assessment and a classroom event to see it in action. Additionally, the grade level newsletters, at least 3 times during the school year, will outline what parents can do at home to support their child in this area. The Instructional Core Team and Administrative Team will be responsible for the implementation and oversight. These meetings will take place in November, January, and March.

**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.

- Support development of teachers by providing professional development in areas we need to grow in
- Purchase materials needed to supplement learning experiences needed for students
- Use Monday PLC time as a means to support learning in the targeted area
- Use per diem and per-session as needed to support on-going development of teachers
- Seek the appropriate resources and professional materials needed for focus areas

**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></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</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>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td></td>
<td>In Kind</td>
<td>Other</td>
<td></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.

By February 2019, as a result of specific feedback, 75% of teachers will be rated as effective or highly effective teachers in the Danielson component 3d.

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

Advance Ratings of 3d.

**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.

2017-2018 NYC School Survey Data revealed:

- 94% of parents say that they have communicated with their child's teacher about their child's performance.
- 72% of families say that they have had the opportunity to volunteer time to support their school.
- 96% of families say that they feel respected by their child's principal.
- 97% of families say that school staff work hard to build trusting relationships with families like them.
- 97% of families say that teachers and families think of each other as partners in educating children.

School's priority need:

- Increase the number of opportunities for parents to volunteer and participate in school events.

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 have increased parent collaborations through more opportunities for involvement by 3% as measured by PCAR data.
<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) 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>
| • 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). | | | |
| Structures to Impact Change | | | |
| • Reach out to community based organizations and local businesses to see ways they can support the school. | Local businesses | Sept. 2018-Dec 2019 | Principal, parent coordinator and PTA president |
| | | Oct 2018 - June 2019 | Teachers, Parent Coordinator, Admin |
| | | Oct 2018 - March 2019 | Parent Coordinator, Guidance Counselor |
| | | October 2018, January 2019, & May 2019 | Administrators & Spirit Team |
| | | Oct 2018 - March 2019 | Parent Coordinator, Guidance Counselor |
| | | October 2018, January 2019, & May 2019 | Administrators & Spirit Team |
### Strategies to address students' needs:

- Engage parents as active participants, contributors and cultural liaisons to the school community.
- Share with parents and family members the high expectations that schools have established for the education of all students.
- Collaborate with the school support personnel and immigrant community-based organizations in order to address the multiple needs of families of ELLs.
  - Organize educational field trips to businesses within the community.

### Parent Involvement

- PTA, & SLT to organize a Cultural Fair.
- Arrange communications linking parents to cultural & community organization/events.
- Open PTA Meetings with a mix and mingle so parents can develop a network between one another.
- PTA will organize events for parents to socialize (adult after school activities) and initiate parent involvement throughout the school year.
- Open forum at the end PTA meetings allowing parents to voice their opinions and needs for students. PTA can address the concerns and questions, which will be brought to the SLT team.
• Ensure all the parents provided with dates with ample time for them to make plans needed to attend.
• PTA welcomes teachers and administrators to attend meetings to share all relevant information

| Community, Families & parents | Oct 2018 - June 2019 | Parent Coordinator, PTA, Teachers and Administration |

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.

Staten Island Community Partnership Program, New York Public Library, Jewish Community Board, YMCA, Parents as Art Partners through Snug Harbor, Snug Harbor Cultural Center, & Soccer Partnership through Cedar Star

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.

• Coordinate schedule with key personnel to implement workshops (minimum 1x a month)
• Ensure materials needed are available when needed in alternate languages
• Provide coverage to teachers to prepare and conduct parent workshops during the day - these workshop need to be a direct correlation to students need
• Ensure annual subscriptions used for communication are allocated

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

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

Part 5 – Progress Monitoring

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

By February 2019, we will have increased parent collaborations through more opportunities for involvement by 3% as measured by PCAR data.

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

PCAR reports
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>English Language Arts (ELA)</td>
<td>Running Records Level 1</td>
<td>ELA: Guided Reading, Orton-Gillingham, Shared Reading &amp; Great Leaps</td>
<td>Small Group 1:1 AIS at-risk</td>
<td>School Day, ELL Saturday Program, After School Program</td>
</tr>
<tr>
<td>Science</td>
<td>Unit Tests Level 1</td>
<td>Science Intervention strategies</td>
<td>Small Group 1:1</td>
<td>School Day, After School Program</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Unit Tests Level 1</td>
<td>Social Studies: Harcourt Social Studies Intervention strategies</td>
<td>Small Group 1:1</td>
<td>School Day</td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>Referral by teacher, parents, repeated OORS incidents/behavior</td>
<td>Counseling sessions</td>
<td>Small Group 1:1</td>
<td>School Day</td>
</tr>
</tbody>
</table>
**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

**Part A: FOR TITLE I SCHOOLS**

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.)  
   
   | 16 |

2. Please describe the services you are planning to provide to the STH population.

   Special consideration and placement recommendations for Virtual Y After-school program. Students are provided with basic school supplies. On-going at-risk guidance intervention/supported offered and provided as needed to students and parents.

**Part B: FOR NON-TITLE I SCHOOLS**

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).  
   
   | n/a |

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
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

| X | Schoolwide Program (SWP) | Targeted Assistance (TA) Schools | Non-Title I |

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

Over 95% of PS 19 teachers are highly qualified. We continue this work specifically to meet this goal by differentiated Professional Development offered to general education and special education teachers; content specialists and related service providers,

- Professional Development during Mondays PLC time
- Grade conferences
- Unit Planning Grade Level Meetings - Classroom Teachers (multiple times a month)
- NYCDOE and District PD opportunities: ongoing throughout the year
- Peer Intra-visitations
- Feedback based on observations
- Assigned mentors for newly hired teachers
- Recruitment from NYCDOE Human Resources. A selection committee will interview candidates and select best match to our schools’ needs
- Collaboration with Wagner College and CSI Education Departments to have student teachers and to identify promising teacher candidates

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

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

For the 2018-2019 school year, we have embedded professional development in many ways:

- For Literacy and Math we have teacher teams who attend PD throughout the year and turnkey to staff during PD time slots
- All teachers meet during common preps (at least once a week) to study student work, analyze trends and plan
- Teachers and paras meet during Professional Learning Communities to refine skills in response to data trends
- Our teachers facilitate monthly professional learning to their colleagues in focus area and will provide in-class supports for individual teachers as needed
- Throughout the year, opportunities for professional development are offered to teachers particularly focusing on all curriculum areas especially Early Childhood, Special Education, English Language Learners, Science and Technology
- Various staff members will attend anti-bullying, crisis intervention and service learning workshops as they are offered by District and the DOE

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

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).

N/A

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.).
P.S. 19R has established two full day PreK programs housed in the main school building. It is our goal to provide a program that meets young children’s needs for health, safety, and guidance for social-emotional development as well as providing opportunities for developmentally appropriate learning.

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

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

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

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

PS 19R has established an Instructional Team which includes administration and one teacher from every grade, Kindergarten through 5th grade. The purpose of this team is to discuss and pursue our instructional focus in accordance with Framework for Great Schools and the CEP. In this regard, the team will implement, model and turnkey to their grade colleagues the following:
Based on learning goals, teachers will identify various solution pathways and anticipated challenges to plan assessments that check and deepen students’ understanding of challenging instructional tasks.

The Instructional Team members will decide on the collection data to be analyzed throughout the year and record within a specific timeframe.

The team will analyze and look for trends in the assessments which include the following; ELA (Running Records), Writing on-demand pieces, and math problem solving. These trends will impact grade level and classroom planning.

Team members will turnkey to their grade partners and results will be discussed at Instructional Team meetings and Professional Development timeslots through the year.

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

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes. 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.</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$413,352</td>
<td>x</td>
<td>5a, 5b, 5c, 5d, 5e</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>$21,518</td>
<td>x</td>
<td>5a, 5b, 5c, 5d, 5e</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$14,798</td>
<td>x</td>
<td>5a, 5c, 5d</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td></td>
<td>h/a</td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$3,459,259</td>
<td>x</td>
<td>5a, 5b, 5c, 5d, 5e</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. P.S. 19, 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;

### Parental Involvement and School Quality

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., ESSA/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 ESSA;
● 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.

---

**School-Parent Compact (SPC)**

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 (ESSA);

## 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 and evening;
- 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;

II. 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;

● complete my homework and submit all assignments on time;

● follow the school rules and be responsible for my actions;

● show respect for myself, other people and property;

● try to resolve disagreements or conflicts peacefully;
always try my best to learn.
Title III Supplemental Program for ELLs for the 2018-19 SY

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

1. **Direct instruction**: activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
   - The Title III supplemental instructional services must be based on student need
   - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
   - Direct supplemental services should be provided for before school, after school, and Saturday programs.
   - Teachers providing the services must be certified bilingual education and/or ESL teachers.

2. **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
   - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.

3. **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
   - These are in addition to mandated activities, such as parent orientation during ELL identification process.

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

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

**Part A: School Information**

<table>
<thead>
<tr>
<th>Name of School: _______</th>
<th>DBN: _______</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school is (check one):</td>
<td>conceptually consolidated (skip part E below)</td>
</tr>
</tbody>
</table>

**Part B: Direct Instruction Supplemental Program Information**

The direct instruction component of the program will consist of (check all that apply):
- Before school
- After school
- Saturday academy

Total # of ELLs to be served: _______

Grades to be served by this program (check all that apply):
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

Total # of teachers in this program: _______

# of certified ESL/Bilingual teachers: _______

# of content area teachers: _______

2018-19 CEP
Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: 

- When looking at our Running Record data, we noticed that 84% of our Second Grade English Language Learners are reading at level F or below, placing them as Level 1 readers. In order to supplement literacy for the aforementioned students, we will offer our After School Program: Enrichment Clusters. Through the SEM model, students will receive support in the four language modalities: Reading, Writing, Listening and Speaking. This program is open to students in all bilingual programs in Grade 2 whereby they receive support in literacy through enrichment clusters.
- PS 19 currently has 117 mandated English Language Learners, including former ELLs. We have decided to invite our Third Grade students in Dual Language classes and English Language Learners, including former ELLs who tested proficient in 2016 & 2017.
- The SEM Enrichment After School Program will meet after school for 11 weeks from 2:45-3:45 on the following dates:
  November 14, 21, 28, 29; 30
  December 5, 6, 12, 13, 18, 20
  January 2, 3, 9, 10, 16, 17, 23, 24, 30, 31
Invitation to our After School Program will be sent to Third Grade parents in both English and Spanish (and low incidence languages, as needed). Attendance will be taken during each session and recorded on an Excel spreadsheet.
- The language of instruction is English. A teacher with bilingual certification will visit all 3 groups to support students whose home language is Spanish.
- The program is delivered by four teachers: one certified bilingual teacher who speaks Spanish, one Science teacher, and two special education teachers. The program consists of three groups of students. Students will be grouped according to their choice, as per the philosophy of the SEM cluster. The three program choices are: Robotics, Coding and Electrical Engineering. Our bilingual teacher will spend 20 minutes with each cluster. During this time, language skills will be enhanced as students discuss scientific processes with their peers and use content-specific language.
- Materials used for this program are supplemental and will not supplant direct instruction delivered in the classroom. Materials that will be used are:
  - D cell batteries
  - permanent markers
  - Aluminum foil
  - trifold board
  - glue sticks
  - Alligator clips
  - free websites (code.org)
  - little bits robotics sets

As part of our mid-year check-in, the ENL teachers were asked in January to identify students that would benefit from a supplemental morning program. The students were selected based on: teacher observations of students, individual conferences, class participation and progress monitoring. The selected students will be invited to participate in the Title III- Tier 2 Morning Program.
Part B: Direct Instruction Supplemental Program Information

- Students in grades 1-4 were selected to participate. The subgroups include:
  - 6-4th grade students (Expanding)
  - 5-3rd grade students (Expanding and Transitioning)
  - 9-2nd grade students (Transitioning)
  - 11-2nd grade students in ICT or 12:1 classes (Entering, Emerging, Transitioning)

- The Title III - Tier 2 Morning Program will meet for 8 weeks from 7:40-8:14 on the following days:
  - 6-4th grade students (Expanding)
  - 5-3rd grade students (Expanding and Transitioning)
  - 9-2nd grade students (Transitioning)
  - 11-2nd grade students in ICT or 12:1 classes (Entering, Emerging, Transitioning)

1/29, 1/30, 2/6, 2/12, 2/13, 2/26, 2/27, 3/5, 3/6, 3/12, 3/13, 3/19, 3/20, 3/26, 3/27

- Additionally, a second cycle was added based on student need. The Spring Cycle Morning Program will meet from 7:40-8:14 on the following days:

Invitation to our Morning Programs will be sent to parents in both English and Spanish (and low incidence languages, as needed). Attendance will be taken during each session and recorded on an Excel spreadsheet.

- The language of instruction is English.
- The program will be run by 3 ENL teachers and one bilingual teacher.
- Materials include: Guided Reading books, Notebooks, Pencils, Crayons, NYSESLAT materials
- Guided Reading books
- Notebooks
- Pencils
- Crayons
- NYSESLAT materials
- Guided Reading books
- Notebooks
- Pencils
- Crayons
- NYSESLAT materials

During the Morning Program Cycles, students will be engaged in Shared Reading experiences with peers. Students' language skills will be enhanced throughout the Shared Reading as they:
- make predictions
- discuss illustrations
- practice fluency "by chiming in"
- Learn about conventions (punctuation and organization)
- Practice High Frequency words
- Act out parts of the book
Part C: Professional Development

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

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

Begin description here: ______

- Professional development is ongoing throughout the year at PS 19 and we believe all teachers are teachers of ELLs. In order to ensure that ELLs are developing their English proficiency and closing the academic language gap, the ENL curriculum and instruction for ELLs is designed and delivered in a manner so that all students can meet the language demands of the Common Core. The following plan will ensure that teachers are equipped with strategies for second language acquisition and are familiar with the coteaching model as well as the Language Progressions that will move our ELLs forward.

- As per the mandates of CR Part 154, teachers of ELLs (including ENL and dual language teachers) will receive 50% of their PD hours in ELL-related topics while all other teachers will receive 15% of their total PD hours in ELL-related topics. ENL teachers (3); bilingual teachers in dual language (8); classroom and cluster teachers of ELLs, and the Title III teachers of ELLs share a common prep once a week to meet and plan instruction aligned to the CCSS. Our ENL teachers, Dolly Sosa-Delgado and Elba McGarry, along with the assistant principal, Cindy Cascante, deliver training and information once a month to the teachers of ELLs (including Title III teachers) as part of the ENL Specialty Team. The topics include: compliance; testing; levels of proficiency; parent outreach by understanding cultural contexts, language acquisition in home language and new language; and scaffolding lessons so all ELLs can achieve grade level standards aligned to the Common Core. Agendas, attendance sheets and all handouts are kept in the ELL compliance binder. The 10% of Title III funding allocated to Professional Development will be used to cover teachers that are released for Professional Development sessions.

- Additionally, AP Cascante is leading a Book Study with the 3 ENL teachers on the book Differentiating Instruction and Assessment for English Language Learners: A Guide for K-12 Teachers by Fairbairn and Jones-Vo. The group meets on 4 Tuesdays during OPW on 1/30, 2/27, 3/27, 4/24.

  - Topics covered during these sessions will include: the ELL identification process, characteristics of language acquisition, co-teaching models and strategies, Language Experience Approach. These Specialty meetings will take place on 10/29, 11/26, 12/17, 1/28, 2/25, 3/25, 4/29 and 5/20 for the full 80 minutes.

- PS 19 recognizes that teachers need support and guidance from instructional leaders who understand the important shifts needed to engage ELLs in complex thinking, talk and tasks anchored in the CCSS. The following are providers for the PD:

  - Administrators/Assistant Principal (who attends PD); staff from BFSC (delivers PD); teachers that have received specialized training in ENL topics; and ENL teachers, Dolly Sosa-Delgado and Elba McGarry.
**Part D: Parental Engagement Activities**

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

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

Begin description here: ________

- In order to engage parents of ELLs in literacy activities to support their young learners at home, a "Lending Library" has been purchased.
- The "Lending Library" will be available to parents 2 Tuesdays out of the month, during parent engagement time.
- During this time, parents will be encouraged to select books from the bilingual library to take home and read with their children.
- School aides will be available to assist parents during Tuesday afternoons.
- Parents will be notified via letter (in English and Spanish) and asked to confirm their attendance in writing.

==============================================================================

The parents of children in our Dual Language program have expressed an interest in learning strategies to support their second language learners. The dual language teachers have planned a series of workshops that address the specific needs of our bilingual program.

The workshops are grade-specific and offered as follows:
- November
- March
- May

Topics include:
- Supporting bilingual readers at home
- GoMath! bilingual.
- Supporting Spanish Language Acquisition: Extension from school to home
- Testing for Dual Language and NYSESLAT: What to expect?

The workshops are provided by the dual language teachers:
Kindergarten – Ms. Crespo
First Grade – Ms. Lorentzen and Ms. Griffith
Second Grade – Ms. Asencio and Ms. Palermo
Third Grade – Ms. Rodriguez
Fourth Grade – Ms. Mercado
Fifth Grade – Ms. Colon

* Parent workshops are provided mainly through our bilingual Parent Coordinator, ENL providers and our Dual Language teachers. Some of the workshops PS 19 offers throughout the year are:

JCC - Parent ESL classes (Tuesdays through Fridays) 8:30-10:30 AM
Reading volunteer (14 active volunteers, including bilingual volunteers) - Grades 1,2,3
Title 1 Meeting
5th Grade Committee - Middle School Application Process
Part D: Parental Engagement Activities

Town Hall Safety Meeting - November 2017
PS 19 Online resources Info Session
"Hero in Me" Fatherhood Program

Agendas and attendance sheets for all parent meetings are kept in the ELL Compliance binder in Mrs. Cascante's office. A second set is kept with the parent coordinator.

Part E: Budget

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

Allocation Amount: $ __________

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries</td>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>(schools must account for fringe benefits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Per session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>1. High quality staff and curriculum development contracts.</td>
<td>__________</td>
<td></td>
</tr>
<tr>
<td>Supplies and materials</td>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>2. Must be supplemental.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>Travel</td>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>Other</td>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>TOTAL</td>
<td>__________</td>
<td>__________</td>
</tr>
</tbody>
</table>
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>31</td>
<td>Staten Island</td>
<td>019</td>
</tr>
</tbody>
</table>

School Name: The Curtis School

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>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Lynette Cartagena</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Cindy Cascante</td>
</tr>
<tr>
<td>Coach</td>
<td>X</td>
</tr>
<tr>
<td>Coach</td>
<td>X</td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Dolly Sosa-Delgado</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Dina Farraj</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Yesenia Lorentzen</td>
</tr>
<tr>
<td>Parent</td>
<td>Antonia Delgado</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>X</td>
</tr>
<tr>
<td>Parent Coordinator</td>
<td>Miguel Felix</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>X</td>
</tr>
<tr>
<td>Field Support Center Staff Member</td>
<td>X</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Anthony Lodico</td>
</tr>
<tr>
<td>Other (Name and Title)</td>
<td>Elba McGarry, ENL teacher</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>Qualification</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of certified ENL teachers currently teaching in the ENL program</td>
<td>2</td>
</tr>
<tr>
<td>Number of certified bilingual teachers not currently teaching in a bilingual program</td>
<td>2</td>
</tr>
<tr>
<td>Number of teachers who hold both content area/common branch and TESOL certification</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
<td>8</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 who hold both a bilingual extension and TESOL certification</td>
<td>1</td>
</tr>
<tr>
<td>Number of certified ENL teachers not currently teaching in the ENL program</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 special education teachers with bilingual extensions</td>
<td>2</td>
</tr>
</tbody>
</table>

D. Student Demographics

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
<th>ELLs as share of total student population (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of students in school (excluding pre-K)</td>
<td>587</td>
<td>22.32%</td>
</tr>
<tr>
<td>Total number of ELLs</td>
<td>131</td>
<td></td>
</tr>
</tbody>
</table>

2018-19 CEP
**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 (e.g., 2013-14)</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>Yes</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td>No</td>
<td></td>
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This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
<th>If yes, indicate language(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>Yes</td>
<td>No</td>
<td>Spanish</td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td>Yes</td>
<td>No</td>
<td>Spanish</td>
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</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?

   In addition to observational data and conference notes, P.S. 19R uses the following formative assessments to guide instructional planning for our ELLs:
   - Grades K-1
   - ELL
   - Grades K-1
   - Dual Language
   - Grade 2
   - ELL
   - Grade 2
   - Dual Language
   - Grades
3-5 ELL
Grades
3-5
Dual Language
Reading
TCRWP
Running Records
English
x
x
x
x
x
x
Fountas & Pinnell
Running Records
Spanish
x
x
x
Estrellita
foundational skills
Spanish
x
x
Orton-Gillingham
foundational skills
English
x
x
Writing
On-demand
CCLS writing tasks
English
x
x
x
x
x
x
On-demand
CCLS writing tasks
Spanish
x
x
x
Mathematics
Mid Unit Assessments
Curriculum based
English
(Teacher created)
Data analysis from OG and Estrellita enable us to target and provide students with center-based work to enhance their phonics skills. Teachers use this data to select Shared Reading texts and plan strategy lessons. Data collected from Running Records is used to strategically group students in Guided Reading groups.

In Writing, student work is analyzed based on a rubric and instruction is targeted according to students' needs. General Education teachers work in collaboration with the ENL teachers to design interventions that are centered around language acquisition needs (grammar, syntax, vocabulary).

In Math, data collected from unit assessments is used to inform how concepts will be revisited. Teachers collaborate to determine whether students are struggling with concepts or vocabulary and if support in their Home Language is needed.

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

As a matter of practice P.S.19 teachers are always looking at student work in order to tailor instruction for our diverse learners. The results of their efforts result in flexible small groups, creation of supportive tools and scaffolds to ensure access to the content.

Additionally, we have data collection systems which are accessible to teachers, service providers, and specialists. For all the literacy items listed above data is collected and analyzed by the data specialist. Reports generated are shared with the administration and with teacher teams to plan next steps, allocate resources and tailor professional learning so students' needs can be met.

For the upcoming school year, we will be maximizing on the following structures in order to continue to support meeting the needs of our ELLs:

Ensuring there is at least one common grade level meetings a week where teachers of ELL students and ENL specialists meet to look at student work, discuss student progress and struggles and plan next steps in response to the noticings.

Setting up data meetings with the data specialist or an administration to point out trends that require action steps to be taken in classes where ELL students are not making gains.

Administrators will examine class data trends before doing classroom observations so ensuring the appropriate supports are in place for students.
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?

In order to progress monitor our ELLs in relation to Common Core Learning Standards and in comparison to their peers in our school community we rely on the following baseline/benchmark assessments:

Reading  
TCRWP Running Records (3x a year)

Writing  
On demand pieces graded on CCLS grade level rubric (3x a year)

Math  
Go Math Curriculum Assessments (3 times per year)

Spanish Language Arts (Dual Language Classrooms only)  
HLA Assessment (2 times per year) - grades 2-5

The above assessments are all collected at the beginning of the year, a mid-year check in, and end of year assessment.

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

Data collected is reviewed after every data collection cycle. Based on the data collected students are targeted for specific supports which include in-class targeted small group instruction, Morning program, after school and/or special program support such as Orton-Gillingham, Great Leaps or SPIRE. Additionally, ELL specialists may recommend additional strategies or methods to use with students. Data trends also guide next steps for professional learning.

During the month of February (mid-year checkpoint), the administrative team holds Data Meetings with all teachers. This ensures that:

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.

As suggested by the RTI protocol, PS19 will follow the four main components:

1. universal screening
2. Strong Core Instruction
3. Intensive Tailored Instruction
4. Progress Monitoring

During the screening process, students in need of support are identified. Our first implementation of support, consists of Tier 1 instruction in the classroom with the teacher who adjusts lessons implemented during the day and delivers supplemental lessons in small strategy grouping to the ELLs based on the specific skills needed. The teacher develops different key domains of literacy to support competencies in reading, writing, listening and speaking. Special consideration is given to language proficiency in both languages. Additionally, the teacher presents instruction that makes direct connections to the ELLs' values and culture. If we see that students are not making progress with Tier 1 supports a conversation with the ENL team and/or the grade level supervisor takes place so that Tier II supports can be considered.

As we proceed to Tier 2 intervention, our ENL team reviews the evidence based data and the instruction delivered in the classroom. During the meeting a systematic process for examining the ELL student includes their cultural background, language proficiency in their native language and second language and the results of any of the aforementioned data is reviewed and a plan is created for the ELL student based on the diverse needs of the student as well as their strengths and weaknesses. Instructional programming is this area may include a double dose on instruction, small group instruction with a specialist or a tailored type of program to begin (such as Great Leaps). Students given Tier II interventions are given an
additional baseline assessment that aligns with programmatic support they are to receive so we can progress monitor the outcome after 6 weeks.

In the unlikely event, we have an ELL student who has still not made progress we will provide a four week cycle of Tier III intervention with an ELL or Special Education specialist before requesting an evaluation for special education. The final decision as to consider an evaluation for an ELL is made only after a thorough analysis of the student’s abilities after the above mentioned interventions have been implemented. We are mindful and try to distinguish between a learning disability and language acquisition. We have ENL teachers on our team to assist in this distinction.

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).

Currently, we lean on the results of the NYSESLAT to monitor student progress over time in the four modalities. Our data shows that our first graders are coming in at the Emerging and Transitioning levels. Beginning in Grade 2, we start seeing a shift, as students move up to the Transitioning and Expanding levels. When taking a closer look at the NYSESLAT results, we noticed our lower grade students are scoring low on the Listening part of the test. This data will help us make adjustments in the lower grades in order to address this gap. We have engaged our lower grade teachers in professional development that focus on key components of Balanced Literacy that promote listening and Speaking - such as Shared Reading and Interactive Read Aloud with Accountable Talk.

When looking at the fifth grade data, there were no students who tested at the Commanding Level. We will pay special attention to our students who are at the Expanding Level to pinpoint areas of deficiency that need to be targeted. Additionally, we use ISR reports from the ELA and Math State tests to compare progress of our ELLs to their peers and determine if language is getting in the way of student growth and performance. When looking at the State tests, 93% of our English Language Learners are scoring at Level 1 and 2. These analysis, in conjunction with the ELL Data Analysis Tool support us in identifying strengths and struggles and "at risk" levels of groups of students.

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

Class data profiles are created by the data specialist and shared with the classroom teachers. This enables teachers to know early on who they need to monitor closely. Data from the EDAT is shared at a monthly team meeting so trends are identified and adjustments of curriculum can be made as needed. Additionally, data analysis enables us to identify students who may need a specific type of programming to meet their needs. Supervisors engage in data conversations with all teachers in the middle of the year. During the data meetings, we look at:

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.

We have two full time ENL teachers in our school and one F-status teacher. Their programmed assignments are in accordance CR Part 154, which requires them to deliver the units of study through a combination of Standalone and Integrated ENL. Student grouping at the grade level of our ELLs are as follows: Our general education, heterogeneous
ELL students are clustered in one class on each grade and our special ed ELLs are placed in accordance to their IEPs. The general education classes of ELLs have less than 40% English language learners (heterogeneous) in the classroom which provides them with the on-going interactions with peers whose L1 is English. Entering and Emerging ELLs receive a combination of Standalone and Integrated ENL whereas the Transitioning, Expanding and Commanding will receive ENL instruction through integrated ENL.

b. TBE program. If applicable.
Currently we do not have a TBE program, as parent selection forms do not warrant it.

c. DL program. If applicable.
Our Dual Language program spans from grades preK-5 and uses a roller coaster 50/50 model in grades PreK and K and 3-5. For Grades 1 and 2, we follow a side-by-side model. The Dual language Program delivers instruction 50% of the time in English and 50% in Spanish. Classes rotate instruction each day, one day in English, the next day in Spanish. Our dual language pre-k has morning instruction in English and afternoon in Spanish. Our Dual Language teachers hold Bilingual Extensions and deliver ENL units of study within their dual language classrooms. In the classrooms that follow the roller coaster model, ENL minutes are delivered by the classroom teacher on English days by small group instruction during at least 3 periods a day. In our side-by-side classrooms, ENL minutes can be delivered by the English teacher who is able to carry out flexible groupings and service students from both classrooms. Integrated instruction takes place throughout the day and students receive home language support every other day. The standalone component is done through small grouping.

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)?

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

For example, an Emerging student will receive ENL instruction for a total of 360 minutes per week. That student will receive a total of 180 minutes of stand alone instruction as well as another 180 minutes of integrated instruction. Our three ENL teachers speak Spanish and the students’ home language is supported through literature, word to word glossaries, bridging strategies and writing in the home language.

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

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Students receive ELA instruction through a Balanced Literacy approach, with mini-lessons aligned to the Common Core learning standards. The literacy block is supplemented by several key components of balanced literacy including Interactive
Read Alouds, Shared Reading, Guided Reading and Strategy Grouping. Special attention is given to vocabulary instruction; prior to delivering a lesson, vocabulary is introduced and practiced.

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

The dual language classroom teachers teach the content areas in the classroom in both Spanish and English (50/50).

In Kindergarten, First and Second Grade, literacy and math units are taught in a sequential manner, with one day being taught in English and the next day in Spanish. Again, literacy instruction is enhanced through interactive Read Alouds with accountable talk, Guided Reading and small strategy groups. All dual language students have textbooks in math, social studies and science in Spanish and English.

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

The Science curriculum corresponds to the NYC scope and sequences and is embedded in the Common Core State Standards. Teachers and students engage in enduring experiences that lead to deeper understanding of the natural world. All students observe, describe, sort and organize objects, organisms, materials and simple systems. The program incorporates English language learner links to enhance each science lesson for the students. The Social Studies curriculum also corresponds to the NYC scope and sequence and the Common Core State Standards. Teachers attend professional development through the school district on the units taught for each grade.

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

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
PS 19 ENL teachers administer the NYSITELL within the first 10 days of registration. If a student speaks Spanish, the ENL teacher administers the Spanish LAB. Our ENL teachers also speak Spanish which ensures understanding of the Spanish LAB. The assessment is recorded and processed which determines the level of native language proficiency for the student. Our dual language ELLs are evaluated in their native language as follows: K, 1st and 2nd use Estrellita throughout the entire year to assess letter sounds and decoding skills. All students (ELLs in dual language) are administered running records from the Fountas and Pinnell Benchmark Assessment in Spanish three times a year to determine their reading level and comprehension in Spanish. Students in grades 2-5 take the HLA at the beginning and end of year to monitor growth in Spanish. ELLs that are not in dual language and are in a monolingual class with ENL support receive support in their native language through the ENL provider. The ENL teacher provides texts in their native language and if the child only speaks Spanish, the child, if able, writes in their native language.

5. How do you differentiate instruction for each of the following ELL subgroups?
   a. SIFE
   b. Newcomer
   c. Developing
   d. Long Term
   e. Former ELLs up to two years after exiting ELL status

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

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

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

c.) Our 4-6 year ELLs receive the mandated number of minutes per week of ENL instruction based on their proficiency level in accordance with the NYS CR Part 154. Within the mandated instructional time, these students receive small group instruction in reading/writing/word work, which has been identified as an area that needs improvement. Reading support is implemented by small group planning focusing on the student’s individual reading needs. ENL teachers provide support by using graphic organizers, visuals, hands on activities, sentence starters, oral skills to assure comprehension of the task is attained. Writing goals are created for this subgroup with emphasis on grammar, using Writing Fundamentals for Grammar, pre writing, creating paragraphs, topic sentences, sentence structure and revising and editing. These students are also invited to the Title III, Saturday Program, focusing on speaking, listening, reading and writing activities.
d.) Long term ELLs will receive the mandated number of minutes per week of ENL instruction based on their proficiency level and in accordance with NYS CR Part 154. We will provide these students with a supplementary intervention program (Tier II) to support their reading and writing needs based on their levels. Supplementary intervention programs that will be utilized are: Award Reading, Fundations; Wilson; Easy English News: Empire State NYSESLAT. Once again, they are invited to our Title III Program.

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

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?

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

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?

As per the amendments to CR Part 154, ENL teachers will provide units of study through a combination of standalone and integrated instruction. We have two ENL teachers, one for kindergarten through second and the other supports third through fifth grades. The ENL teachers have a common prep once a week with each grade to meet and plan lessons with the classroom teacher, including our special ed teachers in both ICT classes and self contained in order to develop instructional plans aligned to the curriculum for our ELLs with disabilities. The ENL teacher provides ENL strategies for small group instruction aligned to the lessons and continues to support the student’s home language.

All ENL teachers are included in curricular planning and instructional meetings and professional development that are provided for all instructional staff. All content curriculums: Balanced Literacy; GoMath; Science and Social Studies have components adaptable for students with disabilities. The classroom teacher and ENL teacher review these modifications and implement them during the instruction. Our ENL teachers have access to IEP’s of the students they serve. During the common prep, the ENL teachers collaborate with the teacher focusing on the IEP goals and modifying lessons to accommodate the student.

Our School Based Support Team relies on the support of a bilingual psychologist, and a our in-house bilingual IEP special education teacher so when a student is referred for an evaluation, the team meets with the parent to discuss the least restrictive environment for the child while aligning the best placement for the child, which could be SETSS, ICT or self-contained. If the child’s recommendation is to receive SETSS, this is a pull-out model for a specific time and group as indicated in the IEP; if the ELL student with disability is placed in the ICT class, the ratio is 60% general ed 40% special ed students. The ELL student with disability placed in an ICT class would be integrated for the entire school day with non disabled peers and the ENL teacher would provide support for the required mandated minutes. If the ELL child is in a self-contained special ed classroom as determined by the SAT team that the student needs this placement, the ENL teacher also pushes into that classroom for the mandated units. The ELLs-SWDs in self contained classrooms are integrated during lunch, recess,
assemblies, and school-wide functions including all afterschool activities. ELLs-SWD are also invited and attend the Title III program with non disabled ELLs.

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.

PS 19 provides intervention for ELLs in ELA, Math and other content areas daily. Classroom implemented RTI Tier I strategies are implemented in the classroom setting by the classroom teacher and the ENL support teacher in small differentiated groups as per needed by specific skill. English language learners receive explicit combined language and literacy instruction, concentrating on the direct teaching of skills and strategies in a way that makes visible the processes of effective readers & mathematicians. The focus of these Tier I interventions are based on decoding, or comprehension skills for ELA, aligned to the Common Core Learning Standards for the grade and also for Math, aligned to the CCLS. In Tier I RTI the focus of the interventions represents the core instructional program presented in the classroom.

Based on data (teacher’s observation, formative tests, running records), the ELLs are grouped according to their specific needs based on three critical areas to assess reading: students’ backgrounds and characteristics; text processing; and text comprehension. The classroom teacher collaborates with the ENL teacher and plans instruction from a skill and strategy perspective after analyzing data from the above three critical areas. Intervention instruction is then planned and implemented in the classroom setting by both the classroom teacher and the ENL teacher. In order to ascertain interventions for math, the teacher together with the ENL teacher analyze the assessments from each unit in GoMath and the performance tasks and based upon this data, devise an instructional plan to support the specific mathematical skills that our ELLs struggle with. Other data that teachers analyze are: NYS tests in ELA, Math and Science (4th and 5th graders; NYSESLAT /LAB-R scores (K-5th); running records (K-5th); performance tests (K-5th). Based on unit tests in Science and Social Studies, the classroom teacher determines what skills need further support and with the ENL teacher, provides this first step in intervention within the classroom setting.

As a follow up to Tier I interventions, if our ELLs are still struggling after a specified time frame and the above steps have been carried out, a Tier II intervention plan is devised with the teachers and administration. The Tier II plan focuses on more targeted services in smaller group settings and is provided in addition to the instruction in the classroom. Progress is monitored more closely, at least bi-weekly, and the research-based interventions may last from six to twelve weeks. This Tier II intervention is a pull-out, small group meeting with a teacher who focuses for the six to twelve weeks on a specific skill. This “smaller” group-individualized instruction promotes accelerated growth with the following practices: engaging in meaningful text for a major portion of the session; the reading material used for instruction is culturally relevant; the reading material is assessable; group sizes are small; and assessment is used to plan, differentiate and revise the instruction. Similar steps are taken for math, science and social studies based on the CCLS as per grade.

For students who do not adequately respond to the targeted services and interventions in Tier II, intensive interventions would be provided, in small groups or individually to address ELLs’ deficits. Additional testing may also be warranted. Only after Tier III interventions prove ineffective or inadequate would eligibility for specialized services under IDEA be considered.

Home language of the ELL student is also taken into consideration. Many times, ELLs are perceived as having a disability when the student is still struggling with language acquisition. This consideration is brought to the School Based Support Team, who are bilingual (Spanish) and the team assesses the student in the home language, if Spanish. If an ELL student with a low incident language is under consideration for intervention, a request is made for an interpreter at the time of student testing so the proper outcomes are reached for the student. If it is determined that the student is struggling due to language, the student will not be placed in any special ed program, but will receive Tier I and Tier II intervention, specifically planned for that student.

Specific programs used for Tier II and Tier III interventions include Orton-Gillingham, SPIRE and Great Leaps Literacy.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
For the upcoming school year our intention will be to continue to partner with Marquis Studios, through the potential grant, to continue to develop and support language and literacy. We will also be targeting the ELLs in the first and second grades, including students in ENL, Dual Language and ICT classes for additional intervention in the form of a morning program. Additionally, we will maximize the use of Sanford-Harmony which is a social emotional program which also builds language skills. In meeting the needs of our ELLs in mathematics I-Ready and Dreambox Learning will be considered.

10. If you had a bilingual program, what was the reason you closed it?
Presently, we will not close any programs.

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
English language learners are offered equal access to all school programs by invitation, recommendations and purposeful request. After school and supplemental programs take place during the school year. As part of our After School Title III program, our ELLs participated in Enrichment Clusters that included robotics, coding and computer science. This past school year, we were selected to participate in Disney’s Annie for Kids. This production, was supported by English Language Learners in learning and rehearsing the script. All our ELLs (including former ELLs) are invited to our Title III program. PS 19 also offers an after school community based program, “Virtual Y”, which our ELLs students are invited to. These programs offer homework assistance and various content area activities, which includes trips, social studies, science and performance arts. Staff members from our school work for the program and support the needs of our students. Our ELLs actively participate in all our program, including our Saturday Enrichment Clubs. PS 19 provides opportunities for all students, including ELLs in order to achieve their personal best, become responsible productive citizens and embrace lifelong learning in a safe and nurturing environment.

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 team leans on the core materials provided in the school’s adopted programs As specialist they provide students will scaffolds to access the content.

Our team is exploring the use of the Language Progressions to determine the right support for their stage of language proficiency. During our monthly ENL team meeting, two of our teachers trained in SIOP (ENL and Dual Language teacher) trained the rest of the team on writing clear language objectives to support students in different ways. For our Entering and Emerging students and ELLs with IEPs, we offer structured support in phonics through the use of Orton-Gillingham strategies and the Words Their Way phonics program.

Technology for these groups includes apps on the ipad to support language acquisitions as well as videos with songs and chants. For our students at the Transitioning and Expanding level, we offer technology-based programs such as Award Reading, RAZ Kids, Reading A to Z and Discussions for Learning. Students at the Commanding level also use these programs in addition to Reader’s Theatre, Time for Kids and Easy English for ELLs.

Content area clusters support our ELLs through the use of manipulatives, explicit vocabulary instruction and technology (videos, apps). Social Studies units are enhanced through field trips, videos and Project Based learning, where students learn content-specific vocabulary.

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

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

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

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

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?

DOES NOT APPLY.

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).

Our goal is to ensure that parents are well informed of the programs offered at PS19 and ways that they can be involved. We provide support to the parents’ of ELLs at the beginning of the school year by holding information sessions, parent orientations and by providing them with a school handbook which is available in Spanish and English. Our school guidance counselor is fluent in Arabic as well as one of our paraprofessionals and both part of the team that welcomes our Arabic speaking parents to the school. When a new student is enrolled in our school, and if they are ELL student in the earliest stages of language acquisition they are buddied up with a student and checked in on by the guidance counselor to ensure they are acclimating to the school.

17. What language electives are offered to ELLs?

Using our Title III programming, we offer support in both Spanish and English to all our ELLs, including our former ELLs. Although majority of our ELLs speak Spanish, the dual language program offers them the opportunity to read and write and learn math, science and social studies in their native language.

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)?

For the 2017/2018 academic school year, our Dual Language program will be operating from grades pre K-5.

a.) PS19 primarily uses the rollercoaster model with Spanish as our target language in self contained classes. In grades K through 5th, one full day is in Spanish and the next day is English, alternating each day. Our pre-k class runs in English in the morning and Spanish in the afternoon.
b.) Our dual language programs English proficient and English language learners are integrated 100% of the time in self contained classes. All content areas are taught in both languages alternating days. English language learners are given additional ENL mandated minutes during the Spanish day for literacy in order to meet their required needs.

c.) Language is separated for instruction only during cluster periods. These instructional periods (one time per week) are delivered in English since cluster teachers deliver this instruction and only speak English.

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

**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?

The Department of English Language Learners and Student Support offers many opportunities for our teachers of ELLs and our ENL teachers aligned to the Common Core Learning Standards. We schedule our teachers for this training while hiring substitutes for the classroom. These teachers will then turnkey information to the staff at the next faculty meeting and also during a common grade meeting for each grade on the following week. Our ENL team also reads and discusses the research brief: Literacy and ELLs downloaded from the DOE website and devises a plan to implement the ideas to the staff throughout the year. They are encouraged to explore the content on the DOE website such as the video series on RTI strategies for ELLs found under the “Educator Resources”. Teachers will receive their required professional development hours through a combination of in-house sessions as well as off-site workshops.

The in-house sessions are held during PLC time on Mondays when the ENL Specialty team meets. ENL professional development is scheduled and delivered by the Assistant Principal, ENL teachers and any teacher that has received a specialized training in a language-related topic. Our ELL paraprofessionals also participate in these workshops. Topics that have been turn-keyed this year include:

Our bilingual parent coordinator attends workshops and does outreach in order to better serve the parents in our community.

The assistant principal oversees all the programs for ELLs (ENL and Dual Language) and schedules specific workshops for ENL teachers and teachers of ELLs, focusing on explanation of the NYSITELL, NYSESLAT modalities; programs (dual language, TBE and ENL); modifying lessons to accommodate ELLs. We are working in conjunction with the Office of ELLS to register our ENL and DL language teachers to meaningful professional development sessions.

Additionally, our teachers have a common prep at least once a week and our ENL teachers have a common prep with each grade they support once a week. Twice a month each grade meets for inquiry meetings to analyze student work, look for trends and develop lessons to implement for student improvement using specific strategies for our ELLs. Election Day (November) and Chancellor’s day provide further time to explore these topics through professional development.

2. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to ELL Policy and Reference Guide, Professional Development section.
As per the new CR Part 154.2, 15% of professional development hours (about 5.25 hours) for all teachers will be dedicated to language acquisition, best practices for co-teaching strategies and integrating language and content instruction for ELLs. All dual language and ENL teachers will receive 50% of their professional development hours (about 17.5 hours) on these focus areas as well.

PD will be delivered through a combination of in-house and off-site workshops. In-house PD will take place during Monday PD time.

The assistant principal will keep a log to ensure that all teachers meet the required amount of hours. Records will be kept through agendas and attendance sheets that will be stored in the binder of critical documents. Once a month, a period is dedicated to ENL workshops for our teachers to analyze data, predict trends, turnkey information, and RTI for ELLs, always focusing on improving student achievement for our ELLs. When a new teacher is employed or transferred from another school, PS 19 arranges to have the teacher attend at least one outside venue for an ENL workshop and provides in house professional development to meet the requirements. The teacher maintains a record of his/her hours of ENL training and a certificate of the professional development is placed in the teacher’s file, located in the main office in a locked file cabinet.

In September, notification is sent to all staff reminding them of the requirements of the ENL training and a list of available professional development opportunities that are offered.

### Parental Involvement

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

   In addition to parent-teacher conferences and mandated parent orientations for parents of ELLs, classroom teachers will meet with parents of ELLs once during the year to discuss progress in language development, language proficiency assessment results and language development needs. Teachers also make themselves available during Tuesday Parent Engagement time. In order to support teachers during these important conferences, teachers will receive NYSESLAT scores and proficiency levels. During the time when these conferences are held, the 3 ENL teachers and the assistant principal will be available to offer interpretation services. Teachers have also been advised to use the Translation and Interpretation unit to assist them during conferences. Teachers will record this conference as “ELL conference” along with the date on the student’s cumulative folder.

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

   ELL parents are invited to be part of the Parent/Teachers Association, which has bilingual officers and interpreters available. Additionally, we have parents of ELLs on our School Leadership Team and they get the opportunity to voice their concerns and opinions to the administration. We also conduct a Parent Survey during Parent Teacher conferences so PS 19 can get feedback on issues concerning our parents. Our Title III Program is a literacy program where parents of ELLs participate alongside their child(ren) to complete activities aligned to the Common Core State Standards.

   Our dual language classes (pre k-5) offer parental workshops for parents of English proficient students to support the learning of the target language and for parents of Spanish speaking students to support the learning of English and in some areas the native language. PS 19 offers ENL classes for all parents four mornings each week which are attended by many. Our bilingual parent coordinator offers a variety of workshops customized to the needs of our community. We also have a phone messaging service in English and Spanish which is sent to parents reminding them of specific dates and activities. PS 19 offers workshops for parents teaching how to access student information on the computer and our website. Our PTA offers snacks to our students at lunchtime twice a week and bilingual parents support the snack stations. During Parent/Teacher conferences, all teachers are provided with an interpreter to accommodate the parent’s native language. Throughout the school year, our bilingual parent coordinator offers parent workshops focusing on topics such as: medical and health insurance; fire safety; community based support organizations (COSTCO). PS 19 also hosts an information session on testing for ELA, Math, Science, NYSESLAT, for parents and the support they can give for student achievement in both English and Spanish.
<table>
<thead>
<tr>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

**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, Lynette Cartagena, 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:** PS19 The Curtis School  
**School DBN:** 31R019

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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lynette Cartagena</td>
<td>Principal</td>
<td></td>
<td>6/20/18</td>
</tr>
<tr>
<td>Cindy Cascante</td>
<td>Assistant Principal</td>
<td></td>
<td>6/20/18</td>
</tr>
<tr>
<td>Miguel Felix</td>
<td>Parent Coordinator</td>
<td></td>
<td>6/20/18</td>
</tr>
<tr>
<td>Dolly Sosa-Delgado</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>6/20/18</td>
</tr>
<tr>
<td>Antonia Delgado</td>
<td>Parent</td>
<td></td>
<td>6/20/18</td>
</tr>
<tr>
<td>x Teacher/Subject Area</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>x Teacher/Subject Area</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>x Coach</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>x Coach</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dina Farraj</td>
<td>School Counselor</td>
<td></td>
<td>6/20/18</td>
</tr>
<tr>
<td>x Superintendent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>x Field Support Center Staff Member</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elba McGarry</td>
<td>Other ESL teacher</td>
<td></td>
<td>6/20/18</td>
</tr>
<tr>
<td>Yesenia Lorentzen</td>
<td>Other Bilingual Teacher</td>
<td></td>
<td>6/20/18</td>
</tr>
<tr>
<td>x Other ___</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

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

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>Miguel</td>
<td>Felix</td>
<td>Parent Coordinator</td>
<td>no</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.

   Based on the Home Language Survey of non English speaking parents, the parent indicates if they prefer notices sent home in their native language. If they prefer all information and notices sent home in their native language, any DOE notices are printed in multiple languages and the classroom teachers of ELLs are given a list of students who prefer communication in the native language. We have also looked at ATS reports of Preferred Language (RCPL and RAPL) as well as the blue cards.

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>English</td>
<td>369</td>
<td>52.71</td>
<td>372</td>
<td>53.14</td>
</tr>
<tr>
<td>Spanish</td>
<td>321</td>
<td>45.86</td>
<td>318</td>
<td>45.43</td>
</tr>
<tr>
<td>Arabic</td>
<td>6</td>
<td>0.86</td>
<td>5</td>
<td>0.71</td>
</tr>
<tr>
<td>Russian</td>
<td>1</td>
<td>0.14</td>
<td>1</td>
<td>0.14</td>
</tr>
<tr>
<td>Polish</td>
<td>1</td>
<td>0.14</td>
<td>1</td>
<td>0.14</td>
</tr>
<tr>
<td>Araucanian</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0.14</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</td>
<td>September</td>
<td>All documents requiring Spanish translations are translated by Mr. Felix, Parent Coordinator and Assistant Principal Cascante. For low incidence languages, we will reach out to the DOE's Translation and Interpretation Dept.</td>
</tr>
<tr>
<td>Notices for Parent Teacher Conferences</td>
<td>September, November, March, May</td>
<td>All documents requiring Spanish translations are translated by Mr. Felix, Parent Coordinator and Assistant Principal Cascante. For low incidence languages, we will reach out to the DOE's Translation and Interpretation Dept.</td>
</tr>
<tr>
<td>Important Events Notices and Reminders</td>
<td>On-going</td>
<td>All documents requiring Spanish translations are translated by Mr. Felix, Parent Coordinator and Assistant Principal Cascante. For low incidence languages, we will reach out to the DOE's Translation and Interpretation Dept.</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.

<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>Open School Week</td>
<td>September</td>
<td>Spanish translators are assigned to each floor to assist with translations. We have 8 Dual Language teachers who are bilingual, one bilingual SETTS teacher, one bilingual Social Worker and 3 bilingual ENL teachers. In addition, we have several paraprofessionals that are also bilingual (Spanish) and are assigned as translators. The Guidance Counselor and one of our paraprofessionals are bilingual in Arabic and are able to assist with this language. For all other languages, we rely on the DOE’s over-the-phone translation and interpretation unit or we pre-arrange for the parent to come in with someone who can speak their home language as well as English.</td>
</tr>
<tr>
<td>Parent Teacher Conferences</td>
<td>November, March and May</td>
<td>Spanish translators are assigned to each floor to assist with translations. We have 8 Dual Language teachers who are bilingual, one bilingual SETTS teacher, one bilingual Social Worker and 3 bilingual ENL teachers. In addition, we have several paraprofessionals that are also bilingual (Spanish) and are assigned as translators. The Guidance Counselor and one of our paraprofessionals are bilingual in Arabic and are able to assist with this language.</td>
</tr>
<tr>
<td>Activity</td>
<td>Frequency</td>
<td>Communication Strategy</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-----------</td>
<td>----------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Parent Workshops</td>
<td>on-going</td>
<td>For all other languages, we rely on the DOE’s over-the-phone translation and interpretation unit or we pre-arrange for the parent to come in with someone who can speak their home language as well as English.</td>
</tr>
<tr>
<td>Award Assemblies, Special Events</td>
<td>on-going</td>
<td>Parent Workshops are always delivered in two languages: English and Spanish. We have one paraprofessional who speaks Arabic and is able to assist with Arabic translations. Additionally, we have hired a sign-language interpreter to assist one of our parents. For all other languages, we rely on the DOE’s over-the-phone translation and interpretation unit or we pre-arrange for the parent to come in with someone who can speak their home language as well as English.</td>
</tr>
<tr>
<td>PTA Meetings</td>
<td>monthly</td>
<td>Introductions at assemblies and events are always delivered in two languages: English and Spanish. We have one paraprofessional who speaks Arabic and is able to assist with Arabic translations. Additionally, we have hired a sign-language interpreter to assist one of our parents. For all other languages, we rely on the DOE’s over-the-phone translation and interpretation unit or we pre-arrange for the parent to come in with someone who can speak their home language as well as English.</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.
In the event of an emergency, the school is able to send out a phone blast through school messenger in 3 languages: English, Spanish, and Arabic. We rely on the DOE’s interpretation services for low incidence languages. Additionally, as suggested by the FSC, we encourage families to register on Notify NYC in order to receive alerts in their preferred language in case of a school or local emergency.

**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.

In September, during faculty meeting, teachers are made aware of the A-663 regulation and provided with a "Language Packet" that includes the regulation as well as how to access the DOE’s over-the-phone interpretation services. The LAC (Language Access Coordinator) is identified to the staff.

The staff is also familiarized with "The Parent's Guide to Language Access" in order to identify any low incidence language spoken by our families.

**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.)

Aligned with chancellors Regulations A-633:

a. The school determines within 30 days of student enrollment the primary languages spoken by the parent of each student enrolled. The school further determines whether the parent requires language assistance for communication. As per determination, the school provides translation services to those in need. This determination is based on the parent interview with the ESL teacher.

b. Data is recorded and maintained in ATS, in students’ cumulative records and in the ELL files and on students’ emergency cards.


d. Parent’s Guide to Language Access is posted in the lobby, outside Parent Coordinator’s office and Main Office.

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