2018-19

COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 03M199

School Name: P.S. 199 JESSIE ISADOR STRAUS

Principal: LOUISE XERRI
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

<table>
<thead>
<tr>
<th>Jesse Isidor Straus</th>
<th>03M199</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Name:</td>
<td></td>
</tr>
<tr>
<td>School Number (DBN):</td>
<td></td>
</tr>
<tr>
<td>BEDS Code:</td>
<td>K-5</td>
</tr>
<tr>
<td>Grades Served:</td>
<td>270 West 70th Street</td>
</tr>
<tr>
<td>School Address:</td>
<td>212-799-1033</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>212-799-1179</td>
</tr>
<tr>
<td>Fax:</td>
<td></td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:lxerri@schools.nyc.gov">lxerri@schools.nyc.gov</a></td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Louise Xerri</td>
</tr>
<tr>
<td>Principal:</td>
<td>Louise Xerri</td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Enrique Gonzalez</td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>Jennifer MacFarlane and Barbara Trencher</td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>Robert Schlaff; Scott Oscher</td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>N/A</td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>N/A</td>
</tr>
<tr>
<td>CBO Representative:</td>
<td>NA</td>
</tr>
</tbody>
</table>

District Information

<table>
<thead>
<tr>
<th>03</th>
<th>Ilene Altschul</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geographical District:</td>
<td>154 West 93rd Street, New York, Ny, 10025</td>
</tr>
<tr>
<td>Superintendent’s Office Address:</td>
<td><a href="mailto:ialtsch@schools.nyc.gov">ialtsch@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Superintendent’s Email Address:</td>
<td>212-222-7816</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>212-678-5857</td>
</tr>
<tr>
<td>Fax:</td>
<td></td>
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</table>

Field Support Center (FSC)

<table>
<thead>
<tr>
<th>Manhattan</th>
<th>Yuet Chu</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSC:</td>
<td>Executive Director:</td>
</tr>
</tbody>
</table>
Executive Director’s Office Address: 333 Seventh Ave, 8th floor, NY, NY, 10011
Executive Director’s Email Address: Ychu@schools.nyc.gov
Phone Number: 646-470-0721 Fax: 917-339-1765
Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent 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>Louise Xerri</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Enrique Gonzalez</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Jennifer McFarlane</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>Andrea Bandino</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Sofia Hubscher</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Alexis Freeman</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Kate Overby</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Saju Matthew</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Robert Schlaff</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Wendy Hutter</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Scott Oscher</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Rachel Baer</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Leslie Stone</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>JoEllen Schuleman</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Danielle Cione</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Karen Kemp</td>
<td>Paraprofessional</td>
<td></td>
</tr>
<tr>
<td>Kirsten Loderer</td>
<td>Teacher</td>
<td></td>
</tr>
</tbody>
</table>
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 other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

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

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td>Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.</td>
</tr>
</tbody>
</table>

### The Quality Review and the Framework for Great Schools

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

### NYCDOE’s Quality Review (QR)

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

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>
</tr>
</thead>
<tbody>
<tr>
<td><strong>We are committed to teaching our children to be respectful of others. Our mission is fourfold: (1) To teach children to become lifelong readers, writers and learners (2) To teach children to organize for effort, strive for high standards, and appreciate the need for understanding and tolerance in our diverse world (3) To create a strong community of pedagogues, administrators and parents who will work together to meet our common goals (4) To encourage flexibility and commitment on the part of the staff so that collaboration and team planning will optimize delivery of instruction. Our motto is “Work Hard, Be Kind.”</strong></td>
</tr>
</tbody>
</table>

2018-19 CEP 9
2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

PS 199 is a kindergarten through fifth grade elementary school which also has one special education ACES program for students in grades 3-5 and an Integrated Co-Teaching (ICT) class on each grade level. PS 199 was designated as a Blue Ribbon school in 2013 and has continued to be a school with a Good Standing designation. In January of 2018 as a result of state data we were deemed a Reward School. 2018 NYS test data indicates 85% of students meeting or exceeding standards in English Language Arts. 2018 NYS math test data indicates 90% of students meeting or exceeding standards in Math.

We believe that learning is a social and active process: students turn and talk, have purposeful partnerships, and instruction is geared towards fostering their continued growth. Our teachers engage in professional development and work with various establishments including Teachers College Reading and Writing Project and G&R Inclusive group. Professional development topics are decided upon collaboratively by our professional development team, grade level teams, and the administration. Our support of distributive leadership practices among our staff and families results in a collaborative environment.

We have a long standing partnership with Columbia University Teachers College and provide our staff with continuous professional development that is aligned to the needs of teachers and students. The Teachers College Reading and Writing curriculum enables students to work at their independent levels in reading and writing. Assessments occur throughout each unit and students have the opportunity to assess their own work through student checklists and learning progressions. We utilize the Everyday Math Curriculum and our teachers meet regularly to preview lessons and adapt the curriculum to meet the needs of our learners. G&R Inclusive Group tailors professional development for our ICT teams with the continuous focus that our students with IEPs will have access to the general education curriculum. We pride ourselves that our teams work to utilize the six co-teaching models—*one teach/one observe, station teaching, parallel teaching, alternative teaching, teaming, and one teach/one assist*—as it pertains to the direct needs of the students. This approach ensures the close monitoring of all students in the class and results in purposeful and targeted instruction.

Our upper grade students serve as mentors to our students with learning differences. In addition, we believe in inclusive practices and seek out opportunities to include all our learners in all programs. We believe that students should have the opportunity to express their talents in many areas and we make a strong effort to incorporate the arts and sciences into our curriculum. We have partnerships with several organizations including New York Philharmonic, National Dance Institute, Wingspan, and Center for Architecture to accomplish this vision. In science we are focusing on teaching students about sustainability by studying plants and animals systems and are utilizing the curriculum created by NY Sun Works. Beginning September 2018 we will be implementing the new science state
standards through the Amplify Science Curriculum. We have designated resources to provide all our students the opportunity to work in a science lab on a weekly basis. Students in grades four and five receive two periods a week in our science center. We believe that a focus on science will enable all students to move towards college and career readiness as it introduces students to a range of careers in this field.

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

ACES special education class (Grades 3-5) which serves students with intellectual disabilities. We presently have an ICT class on each grade level.

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.

A performance rating of Well-Developed was earned on four out of five areas on our 2015-2016 Quality Review. Areas of strength include: rigorous, engaging and coherent curricula aligned to CCLS; research-based effective instruction; aligned resources to support students’ needs and instructional goals; alignment of assessments to curricula; and purposeful support and evaluation of teachers. The 2015-2016 Quality Review indicated an area of proficient in partnering with families to ensure they understand how to support their children’s progress toward college and career readiness. This indicator was discussed in depth during SLT meetings and this past academic year a survey was created by the SLT to gather additional data. Improving educational partnerships with families will continue to be a goal for the current school year. One means in which this is accomplished is by working with our family committees and involving our students in this work. For example, our Community Cares Committee has several initiatives throughout the year in which we have involved our students. Students for instance are made aware of the issue of homelessness in NYC and are asked to help advocate and support these families in need.

A school wide goal was implementing the Passport Social Studies Curriculum and we have seen much success in coherence of this curriculum throughout the grades. Grade level teams spent time analyzing the curriculum and creating teaching and student resources. Another success, has been the increase in the number of K-2 students reading above grade level. This past academic year 2nd grade successfully implemented the Fundations curriculum. All students in grades K-2 are taught Fundations as a reading and word study curriculum. Fundations is a systematic phonetic program which is preventive and benefits students both in reading and writing. Our strong Academic Intervention Team is preventive in it’s approach by analyzing reading and math data on a regular basis. Students are pulled for small group intervention and also receive direct instruction by learning specialists within the classroom.

June 2018 MOSL data indicates that 90% of students are reading at or above grade level. Since the start of implementing Fundations we have seen a significant increase in students exceeding benchmarks in grades K-2. In addition, NYS ELA data also indicates that 85% of students are meeting or exceeding state standards. However, 2018 fourth grade MOSL reading data indicates that nearly 17% of students are reading below satisfactory grade level benchmarks. This is on average nearly ten percent higher than in grades third and fifth. NYS ELA data also supports that target reading instruction is required on this grade level. Although, significant growth was seen in three consecutive years in grades third and fifth this is not the case for grade four as scores have remained relatively consistent. Fifty percent of these students not meeting benchmarks are students with IEPs. Academic intervention services focusing on reading support for students on this band level is required in fourth grade. In addition, our AIS team will provide reading intervention to these students moving to fifth grade.
### School Demographics and Accountability Snapshot for 03M199

#### School Configuration (2018-19)
- Grade Configuration: 0K,01,02,03,04,05
- Total Enrollment (2017-18): 848
- SIG Recipient (Y/N): No

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

#### Special Education Programs/Number of Students (2015-16)
- # Special Classes (ELA): 16
- # SETSS (ELA): 79
- # Integrated Collaborative Teaching (ELA): 19
- # Special Classes (Math): 16
- # SETSS (Math): 40
- # Integrated Collaborative Teaching (Math): 18

#### Types and Number of Special Classes (2018-19)
- # Visual Arts: 33
- # Music: 33
- # Drama: 33
- # Dance: 33
- # CTE: 33

#### School Performance for Elementary and Middle Schools (2017-18)
- ELA Performance at levels 3 & 4: 85.3%
- Mathematics Performance at levels 3 & 4: 92.0%

#### Student Performance for High Schools (2017-18)
- ELA Performance at levels 3 & 4: N/A
- Mathematics Performance at levels 3 & 4: N/A

#### Overall NYSED Accountability Status (2018-19)
- Reward: Yes
- In Good Standing: Yes
- Focus District: Yes
- Priority School: No
- Focus School Identified by a Focus District: No

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

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

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

### Demographic Information

<table>
<thead>
<tr>
<th>Race/Ethnic Origin</th>
<th>% of Students</th>
<th>% of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>83.9%</td>
<td>4.08</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>9.9%</td>
<td>0%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>0.1%</td>
<td>9.2%</td>
</tr>
<tr>
<td>Asian or Native Hawaiian/Pacific Islander</td>
<td>14.5%</td>
<td>9.9%</td>
</tr>
<tr>
<td>Multi-Racial</td>
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<tr>
<td>Reduced Lunch</td>
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<tr>
<td>Attendance Rate</td>
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<tr>
<td>Limited English Proficient</td>
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<tr>
<td>Total Students</td>
<td>100%</td>
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</tr>
<tr>
<td>Average Teacher Absences (2014-15)</td>
<td>8%</td>
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</tr>
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<table>
<thead>
<tr>
<th>Subject</th>
<th>Performance at Levels 3 &amp; 4 (2017-18)</th>
<th>Performance at Levels 3 &amp; 4 (8th Grade) (2016-17)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>85.3%</td>
<td>90.2%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Focus District Information

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

### School Identification

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

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2018-19 CEP
### Section 5: Needs Assessment, Annual Goals, and Action Plans

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

### Part 1 – Needs Assessment

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

90% of students are reading at or above grade level. Since the start of implementing Fundations we have seen a significant increase in students exceeding benchmarks in grades K-2. In addition, NYS ELA data also indicates that 85% of students are meeting or exceeding state standards. In grade 3 and in grade 5 nearly 94% of students are meeting or exceeding reading benchmarks. However, June 2018 fourth grade MOSL reading data indicates that only 82% of students are meeting or exceeding grade reading benchmarks. Nearly 11% of this fourth grade cohort were only one level below further validating that targeted intervention is required on the reading bands of P, Q, and R. NYS ELA data also supports that targeted reading instruction is required on this grade level. Although, significant growth was seen in three consecutive years in grades third and fifth this is not the case for grade four as scores has remained relatively consistent. Fifty percent of these students not meeting benchmarks are students with IEPs. Academic intervention services focused on reading support for students on this band level is required in fourth grade. In addition, our AIS team will provide reading intervention to these students moving to fifth grade.

### 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, with implementation of targeted reading intervention fourth grade MOSL benchmarks will indicate that at least 90% of students are meeting or exceeding benchmarks. |

2018-19 CEP  
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### 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 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 and Students</td>
<td>Sept-June 2019</td>
<td>Teachers, Staff Developers, Data Specialist, Administration</td>
</tr>
</tbody>
</table>

- Teachers in K-2 will continue to receive training and implement the multi-sensory phonics program Fundations as their word study curriculum.
- Professional Development with Teacher’s College will focus on reading comprehension. Topics include--writing about reading, small group reading support/strategy groups/guided reading
- "SOS Comprehension" Professional Development with Wilson
- New AIS staff will be trained in Wilson and guided reading approaches.
- Reading Intervention will be provided by our learning specialists to students in grades 4 and 5.
- Working with TC vertical planning will occur between grades 3-5 on the topic of writing about reading.
- Teachers and Learning Specialist will administer TCRWP formal running records at least four times a year and analyze data to ascertain learning objectives and strategies to be shared and used by each student.
- Teachers will conduct informal running records between formal assessment periods to monitor student progress.
- Students will be provided with texts on their instructional reading level when appropriate.

- Improve student comprehension by incorporating close reading strategies in instruction.
- Enhance students’ level of higher order comprehension by modelling lessons that incorporate critical thinking skills.

- Intervention specialists will meet weekly to monitor at-risk students and determine efficacy of intervention.
- Member of SIT team will participate in weekly meeting with ISC team to share action plan and align resources.
- Student review meetings are conducted as needed.
- Administration will conduct regular “reviews” with SETSS and related service providers to monitor students’ progress.
- SETSS and AIS staff will assess students on a regular basis.
- Targeted instructional at risk intervention based on student assessments will be provided to all students.
- Specialized literacy interventions will be used strategically to address students’ needs.
- Team Meetings will be scheduled as needed for any students not making adequate progress.

<table>
<thead>
<tr>
<th>At Risk Students</th>
<th>June</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIT, SBST, Teachers, Related Service Providers, Administration</td>
<td></td>
</tr>
</tbody>
</table>

- IEP teachers and related service providers will report progress at least three times a year.
- Parents will receive regular communication from teachers via homework feedback, reading logs, newsletters, rubrics, and meetings.
- Families will receive individualized support including, but not limited to, translation services, advocacy, and skills to complete and understand school related processes (IEPs, Intervention Support, Test Data etc.).

<table>
<thead>
<tr>
<th>Parents/Guardians</th>
<th>Sept.-June on an as needed basis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers, Parents, SBST, Parent Coordinator, Administration</td>
<td></td>
</tr>
</tbody>
</table>

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.

Regular communication will occur between teachers and families to support the Fundations Curriculum. There is specific academic vocabulary within this program that parents need to familiarize themselves with in order to support their child(ren) at home. The first PTA meeting will inform parents in grades K-2 of Fundations and will be presented by K-2 teachers.

Part 4 – Budget and Resource Alignment

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional development to support reading comprehension will be provided to all grades. Guided reading and small group strategies implemented in all grades. SETSS teachers to receive additional WILSON training. Intervention specialist are assigned to grade levels and serve as liaisons for teachers on their respective grade level(s).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
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<tr>
<td></td>
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</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 January 30, 2019 100% of fourth grade reading levels will be reviewed to determine percentage of students meeting or exceeding reading benchmarks with the goal that at least 60% of students that were below benchmarks in June of 2018 will be meeting or exceeding grade level reading benchmarks.

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

| TCRWP running records, Scholastic Running Records, WADE, GORT, Student Rubrics, Review of Report Cards |

**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?

The 2018 Framework for Great Schools Report indicated a 4.26 rating in the area of supportive environment. Results from the 2015-2016 Quality Review indicated a rating of “well developed” in fostering teacher pedagogy from a coherent set of beliefs in regards to how students learn best. The 2018 Principal Performance Review also indicated a score of Well Developed in the area of Learning Environment.

PS 199 embraces a balanced learning environment and incorporates the arts at every grade level. We have longstanding partnerships with Wingspan, National Dance Institute, and New York Philharmonic. For the past three years PS 199 has been working on implementing the Ruler program. The RULER program is a social-emotional curriculum created by the Yale Center for Emotional Intelligence and focuses on the following: (Recognizing emotions in self and others, Understanding the cause and consequences of emotions; Labeling emotions accurately, Expressing emotions appropriately, Regulating emotions effectively). This past year we also provided a series of parent workshops on our social emotional curriculum—RULER. Although we have implemented this program only 82% of teachers that completed the 2018 school survey felt that our community recognized disruptive behavior as a social-emotional learning opportunity. In addition, only 83% of teachers felt that discipline is applied to students fairly in our community. As such it is important that we continue to ensure that the program is implemented with fidelity by all community members.

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, students and staff will adhere to all RULER protocols and utilize anchor tools effectively (Recognizing emotions in self and others, Understanding the cause and consequences of emotions; Labeling emotions accurately, Expressing emotions appropriately, Regulating emotions effectively) resulting in a 5% increase in response to the questions: 1) Disruptive behavior is seen as a social emotional learning opportunity for students. 2) Discipline is applied fairly to students in the area of supportive environment on the NYC School Survey.
### 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).

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

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

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

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Teachers on each grade level, the administration, and support staff will receive support in implementing the ruler program.</td>
<td>Teachers and Students</td>
<td>Sept.-June</td>
<td>Administration, Teachers, and Support Staff</td>
</tr>
<tr>
<td>- Teaches will incorporate RULER lessons into their daily curriculum.</td>
<td>Teachers</td>
<td>Jan, 2019</td>
<td>Administration/Student</td>
</tr>
<tr>
<td>- Present RULER methodology at PTA meeting.</td>
<td>Teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Parent Engagement Event that focuses on one or more anchor tools.</td>
<td>Teachers/Students</td>
<td>Sept-June</td>
<td>Admin/Teachers</td>
</tr>
<tr>
<td>- Unroll Charters, Mood Meters, Meta Moment, and Blue Print Strategies in all classes.</td>
<td>Teachers/Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Utilize charters, meta moment, mood meters, and blue print protocols in all classes and during recess periods.</td>
<td>Teachers/Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Provide teachers with social-emotional lessons on a regular basis.</td>
<td>Teachers/Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N/a</td>
<td>N/a</td>
<td>N/a</td>
<td>N/a</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

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

RULER workshops will be provided to families. Students will share RULER strategies with their guardians.

### 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.
Grade level teams will incorporate the RULER program as a stand alone social emotional curriculum that will be taught on a consistent basis.

**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>
</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>
<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.

By February 2019, all teachers would have conducted at least six stand alone lessons in RULER resulting in an increase in students independently utilizing anchor tools.

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

Observations of conflict/resolution incidents between students. Review incident reports in OORS. Review social emotional components on student progress reports.

**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.

We utilize several structures to allow teachers the opportunity to collaborate. Class assignments are made to maximize opportunities for in-class student support using year-end reports from teachers. Schedules are created to promote collaboration, experienced teachers use their professional periods to support new teachers, and teachers are included in school and grade-wide decisions. Our teachers engage in calculated conversations around curricula. Teaching practices are consistent across grade levels. Observations are scheduled by grade level and subject to assess coherence of curriculum. New teachers are paired with teachers to support their practice. The administration attends grade level meeting and grade professional development.

Tailored professional learning teams are arranged based on observational anecdotes and directly from teachers indicating an interest or need for further development. Teachers are assigned to "speciality groups" to allow for inter-grade collaboration and to share practices. 199 has only recently incorporated ICT classes and we are in year four of this model. This school year will be the first year whereby each grade will have an ICT classroom. ICT teams benefit from professional development to support working as a cohesive team. ICT teachers have expressed the interest to further hone their skills in the approaches of co-teaching. As such we will continue to partner with G & R Inclusive group to support our ICT classes. In order to further support this goal ICT teams will schedule monthly meetings to discuss interventions for targeted students. Another key component of our professional learning plan this year entails grade level teams scheduling inter-visitations based upon a need on the grade level.

At present, 153 students or nearly 18% of students receive some form of special educational services. June 2018 MOSL data indicated that 69% of students with IEPs are meeting or exceeding reading benchmarks. We will continue to align resources to support students in a strategic manner by implementing target curricula to address learning needs.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2019, our Academic Intervention Team and our ICT teams will provide targeted reading intervention for students with IEPS resulting in 78% of students with IEPS meeting or exceeding reading standards as measured by Teacher's College MOSL reading data by the end of the school year.
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) Who will be targeted?</th>
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<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>Sept.-June</td>
<td>Teachers, Staff Developers, Administrators</td>
</tr>
</tbody>
</table>

- Teachers will research and share strategies for curriculum goals and objectives.
- SETSS providers and reading intervention teacher will conduct monthly reading assessments.
- Fundation support from outside staff developer.
- Guided Reading Professional Development for Kindergarten Teachers
- Assessments will be reviewed regularly by administration.
- Professional Development provided to ICT teams
- Razz kids subscription for students in grade 2
- Wilson Comprehension Support
- Inter-visitations scheduled regularly
- Professional Development

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.

In order to support this goal special education teachers will meet with students’ families to describe the reading strategies being implemented. In addition, teachers will provide families with information of the "reading plan" that should be implemented at home to support students growth. A workshop focusing on reading comprehension will be conducted for families during a PTA meeting and/or during Parents as Partners.

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.
Grade Level Common Professional Period, Professional Development with Teachers College, Additional planning time as needed, G &R Professional Development, Fundations PD

**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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<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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<table>
<thead>
<tr>
<th></th>
<th>C4E</th>
<th>21st Century Grant</th>
<th>SIG</th>
<th>PTA Funded</th>
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</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 January 30, 2019 targeted students will demonstrate an improvement of reading skills resulting in at least 75% of targeted group being only one level below or meeting grade level standards.*

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

*Teacher lessons, student samples, rubrics and assessments*

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

The 2015-2016 Quality Review indicated a rating of Well-Developed in "engagement of structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning." In addition, qualitative feedback has indicated teacher satisfaction in working with their colleagues during their designated professional learning periods. However, 2018 survey results indicate only 70% of teachers are satisfied with the quality of professional development. As we have grown as a school, grade level teams and teacher teams are instrumental in implementation of initiatives and/or curriculum development. Grade level meetings occur on a weekly basis to afford teachers the opportunity to discuss the current curriculum and plan accordingly. In June of 2018, a professional survey was administered to staff to obtain information on desired professional development. Our professional development team will meet on a monthly basis to improve the quality of professional development for staff. The PD team will serve as liaisons to the general teaching community in gathering feedback on professional development sessions.

Part 2 – Annual Goal

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

By June 2019, all teachers will engage in professional development cycles strategically created based upon area of interest and on need resulting in a 10% increase in teachers' satisfaction in the area of professional development as indicated by the 2018-2019 School Quality Guide Survey.
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).

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<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration to attend Grade level weekly meetings and professional development cycles.</td>
<td>Teachers Sept-June 2019</td>
<td>Administration and Teachers</td>
</tr>
<tr>
<td>TC Staff Developers will work with staff to support curriculum.</td>
<td>Staff developers Sept-June 2019</td>
<td>Teachers</td>
</tr>
<tr>
<td>-Topics decided by staff include: smart board training, Amplify science PD, G and R Inclusive PD</td>
<td>Teachers Sept-June 2019</td>
<td>Teachers and Administration</td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

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

The Professional Team and the SLT will monitor this goal regularly by providing updates on professional development sessions. The PD team will provide staff with a survey to monitor their satisfaction with professional development.

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.

Team Meetings held after school; Monday Professional Development Cycles. PD provided by outside organizations.

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>
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<th>Title II, Part A</th>
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<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</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 January 2019, a professional survey provided by PD team will be administered to staff to analyze the efficacy of implemented professional development with the goal that at least 80% of staff will indicate satisfaction with the professional development being received.

| Part 5b. Indicate the specific instrument of measure that is used to assess progress. |
| PD Survey will be administered to staff. |

| 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

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td>PS 199 has several family committees that support various initiatives of our community. At present, there is a Community Cares Committee, Diversity Committee, and Stem Committee. One common goal has been to increase student participation within these committees’ efforts. This past year our fifth grade students partnered with a neighboring school to provide sandwiches to the organization One Sandwich at a Time. Our Diversity Committee has hosted several events in our community that celebrate diversity. We have strong family participation for classroom and school wide events that celebrate students’ accomplishments. However, attendance at PTA meetings have fluctuated in numbers and is not representative of the attendance at other class and school wide events. It is a goal to increase participation at PTA meetings by strategically planning topics that are relevant to particular grade levels (examples test prep, digital media awareness, social emotional strategies, learning strategies). The 2016 Quality Review also indicated that parents were aware of numerous resources and events in the school community but had difficulty articulating ways that they could work with our school community to ensure student progress towards academic expectations. The 2018-2019 School Quality Guide indicated a 4.22 rating in the area of Strong Family Community Ties.</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>
<td>A Parent Engagement Survey was undertaken by the SLT and PTA in January 2017. Results indicated that over 90% of parents regularly attend classroom curriculum nights, class visits and performances. Around half of respondents also attend PTA meetings at least occasionally and the annual SLT Parents as Partners curriculum event. Comments indicated that, if available, parents would attend more presentations on grade specific curriculum. The most popular topics for PTA meetings include curriculum, school safety and Q&amp;A with the Principal. The Parent Engagement Survey confirmed that PS199 has an active parent body. Over 80% or respondents help in the classroom throughout the year and about 60% of respondents help with school wide events. We will also be increasing school wide events associated to our curriculum. The Garden Committee for instance will hold two garden events in the Fall. Our Diversity Committee will continue to have at least two school wide events for families and we are looking on ways to expand their mission into other events such as our Thanksgiving Potluck and our Holiday Celebration Event.</td>
</tr>
</tbody>
</table>

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, at least two curriculum workshop from each grade level will be presented at school wide PTA events or school wide events (Parents as Partners) that focus on communicating academic expectations and strategies to families
with the goal of increasing parents knowledge of school wide curriculum resulting in a 4.50 rating in the area of Strong Family Community Ties.
### 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>Parents</td>
<td>Sept-June 2019</td>
<td>Administration, PTA, and Teachers</td>
</tr>
</tbody>
</table>

- Teachers will present at PTA meetings on topics that are relevant to the needs of the grade and/or age group of students and school wide topics (homework help, reading strategies, RULER tools).

- Increase the number of PTA meetings held during the school day.

- Arrange teacher schedules to allow for presentation of workshops.

- Clear communication with families to inform them of their child’s academic levels occur on a regular basis.

- Use parent engagement time to plan for grade level workshops that address pertinent learning issues relevant to each grade level.

### 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.

- Parent Volunteers, Arrange schedules, Guest Speakers, Planning Time for Teachers to prepare for presentation.

**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>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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### 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.

NA
### 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 January 2019 all grades would have conducted at least one family workshop that support families understanding of academic strategies.

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

Attendance and exit surveys at workshops

**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>
</table>
| **English Language Arts (ELA)**            | - After implementation of Tier 1 and Tier 2 intervention student has not shown progress  | - Orton- Gillingham  
- Reading Instruction  
- Reciprocal Teaching  
- Guided Reading Groups  
- Reading Rescue  
- Strategy groups  
- Fundations in Kindergarten and First Grade Classes  | - Small Group  
- One One  
- Push in support  
- Teacher Consultation  | During the School Day  |
| **Mathematics**                            | - After implementing Tier 1 and 2 intervention student has not shown progress           | Previewing and reteaching concepts and skills, small group intervention, at-risk support | Small Group  
One to One  
Push in Support  
Teacher Consultation | During the school day  |
<table>
<thead>
<tr>
<th>Subject</th>
<th>Activities</th>
<th>Interventions</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Science</strong></td>
<td>Review of student work and assessments</td>
<td>Previewing and re-teaching concepts and skills, small group intervention, at-risk support</td>
<td>During the school day</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Small Group</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>One to One</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Push in Support</td>
<td></td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>Review of student work</td>
<td>Previewing and re-teaching concepts and skills</td>
<td>During the school day</td>
</tr>
<tr>
<td></td>
<td>Review of AIS request form</td>
<td>Skill work sent home</td>
<td></td>
</tr>
<tr>
<td><strong>At-risk services</strong></td>
<td>Student is exhibiting social emotional behaviors</td>
<td>Social Skills Group</td>
<td>During the school day</td>
</tr>
<tr>
<td></td>
<td>Parent has contacted school about known issues</td>
<td>1:1 intervention</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher and/or student reaches out to staff</td>
<td>Referral for additional services when required</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Meeting with parents</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Preventive services arranged as needed</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Team meetings for students not making adequate progress</td>
<td></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)**


### 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.)

<table>
<thead>
<tr>
<th>Number of Students in Temporary Housing</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Services Planned for STH Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
</tr>
</tbody>
</table>

### 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).

   As of October 30, 2018, we do not have any students in temporary housing.

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

<table>
<thead>
<tr>
<th>Services Planned for STH Population with Title I Set-Aside Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
Title 1 set-aside funds will used for academic intervention/preventive services for students.

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.

$1,600.00
Section 8: Title I Program Information

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

Part 1: Title I Status

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

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)
Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

All teachers will be provided with target provided professional development. AIS and Special Education support staff received professional development in AIS assessments and practices.

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).

Teachers and the administration receive will receive professional development in pedagogical practices and content in the area of reading comprehension. Paraprofessionals attend grade level teacher team PDs scheduled on Monday afternoons and also have tailored PD (Supporting students with ASD, ADHD).

Part 3: TA Schools Only

3a. Use of Program Resources
Describe how the TA program resources will assist participating children to meet proficiency.

NA

3b. TA Coordination with the Regular Program
Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

NA
Part 4: SWP Schools Only

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

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

NA

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.

NA

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\(^1\). 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\(^2\). On the chart below, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>NA</td>
<td>☑</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>☑</td>
<td>☑</td>
</tr>
</tbody>
</table>

\(^1\)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.

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent 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. 199 Jessie Isador Straus, 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 199 will support parents and families of Title I students by:</td>
</tr>
<tr>
<td>● providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;</td>
</tr>
<tr>
<td>● providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;</td>
</tr>
<tr>
<td>● fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;</td>
</tr>
<tr>
<td>● providing assistance to parents in understanding City, State and Federal standards and assessments;</td>
</tr>
<tr>
<td>● sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;</td>
</tr>
</tbody>
</table>
● providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

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

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

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

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

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

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

● provide opportunities for parents to help them understand the accountability system, e.g., 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 Elementary and Secondary School Act;

- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

### Encouraging School-Level Parental Involvement

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

- holding an annual Title I Parent Curriculum Conference;

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

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

- supporting or hosting Family Day events;

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

- encouraging more parents to become trained school volunteers;

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

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

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

### School-Parent Compact (SPC)

P.S. 199 Jessie Isidor Straus, 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 Elementary and Secondary School Act (ESSA) Act;

I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

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

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the Elementary and Secondary School Act 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.
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>03</td>
<td>Manhattan</td>
<td>199</td>
</tr>
</tbody>
</table>

School Name: Jesse Isidor Straus

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

Principal: Louise Xerri  Assistant Principal: B. Beseda
Coach: NA  Coach: NA
ENL (English as a New Language)/Bilingual Teacher: Rosalyn Bindman  School Counselor: Elsie Madera
Teacher/Subject Area: Ingrid Camillo/Music  Parent: Angie Vargas
Teacher/Subject Area: Joann Jimenez/1st  Parent Coordinator: Allison Sansoucie
Related-Service Provider: Lisa Elion/Speech  Field Support Center Staff Member: Yuet Chu
Superintendent: Ilene Altschul  Other (Name and Title): Claudia Alvarez, School Psycho

C. Teacher Qualifications

Provide a report of all staff members’ certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
<td>0</td>
<td>Number of teachers who hold both a bilingual extension and TESOL certification</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified ENL teachers not currently teaching in the ENL program</td>
<td>3</td>
<td>Number of special education teachers with bilingual extensions</td>
<td>0</td>
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</tbody>
</table>

D. Student Demographics

<table>
<thead>
<tr>
<th>Total number of students in school (excluding pre-K)</th>
<th>Total number of ELLs</th>
<th>ELLs as share of total student population (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>892</td>
<td>26</td>
<td>2.91%</td>
</tr>
</tbody>
</table>

2018-19 CEP
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>Yes</th>
<th>No</th>
<th>If yes, indicate language(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>☐</td>
<td>☑</td>
<td>NA</td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td>☐</td>
<td>☑</td>
<td>NA</td>
</tr>
<tr>
<td>Freestanding ENL</td>
<td>☑</td>
<td>☐</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.

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>1</th>
<th>2</th>
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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?

For all grades, our school uses Teacher’s College Reading and Writing Project Running Records to assess reading, including comprehension, miscues, and fluency, also concepts of print, letter/sound identification and high frequency word recognition. We have introduced Fundations in Kindergarten and First Grade, a program that starts by teaching letter sound recognition, cvc words, blends, long vowels, diagraphs, etc and continues developing up the grades. We will be phrasing this program in across the grades year by year. Teacher assessments from Fundations inform instruction and groupings in the classroom and for intervention.

To assess development of writing skills, we use a narrative writing continuum. Some teachers also use Words Their Way spelling inventory.

2. What structures do you have in place to support this effort?
Data is reviewed and shared at weekly grade team meetings, with administration and input into DOE Assessment PRO. For example, we use TCRWP in the classroom to assess independent and instructional reading levels and groups, guide instruction, and to periodically assess if students are meeting benchmarks.

Based on the results of our assessments, we plan and implement targeted interventions for individual students in their areas of need to support classroom progress and prepare state exams. Various supports are possible for students who demonstrate that they are behind and not making AYP. These supports include small group tutoring, 1:1 support with a student teacher or with an America Reads tutor, and CSE evaluation.

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?
We evaluate the success of our ESL program by monitoring the progress of ELLs throughout the year. The ESL teacher uses regular progress notes and language structures checklist by level for each student, and rubrics for scoring and measure progress in oral language development, writing and reading comprehension. We look at data from the NYC performance tasks and school performance tasks. We also evaluate the ESL program through analysis of data from the ELA, Math, Science and NYSESLAT state assessments. We use this data as the basis of making decisions and modifications about programming, instruction and professional development. Progress in literacy is measured by improvement in reading levels, comprehension and writing.

4. What structures do you have in place to address interventions once the summative data has been gathered?
Based on the results of our assessments, we plan and implement targeted interventions for individual students in their areas of need to support classroom progress and prepare state exams. Various supports are possible for students who demonstrate that they are behind and not making AYP. These supports include small group tutoring, Guided Reading, 1:1 support with a student teacher or with an America Reads tutor, and CSE evaluation. Students are assessed weekly to see if they continue to need the intense supports. Monthly assessments are cumulative. We may change and modify programs quarterly, as students may need different programs.

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.]
We provide rigorous instruction that includes English language development for our ELLs. Teachers use knowledge about the ELLs’ linguistic and educational backgrounds to inform instructional planning. Language development is integrated into content instruction, embedded in meaningful, authentic activities, and relevant to students’ background knowledge. Assessment is included on a regular basis. Various supports are possible for students who demonstrate that they are behind and not making AYP. These supports include small group tutoring, 1:1 support with a student teacher or with an America Reads tutor, and CSE evaluation. Intensive phonics instruction using Wilson Reading Program and modified math programs are used to meet student needs. Math intervention is provided 2-4 times a week for each participating child in groups of 1-6 students.

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].)
Data patterns on the NYSITELL demonstrate that most of the children in our school enter ESL at lower proficiency levels. Most of these students are new arrivals to the U.S. Some of these students demonstrate some proficiency in listening and in basic letter sounds. Other of the new ELLs entered at upper proficiency levels, often new arrivals with some formal English studies in their home country. Often most of these ELLs demonstrate a need for development of speaking skills, even with some previous school experience with reading or writing. NYSESLAT data patterns show that our students very often reach proficiency within 2-3 years. Also NYSESLAT data patterns show that for Entering newcomer ELLs, reading and writing are the areas that are developed after speaking and listening and can benefit from additional emphasis.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
Findings are shared with administration, with classroom teachers at weekly grade level meetings, and with intervention specialists. Also the findings are shared with the School Psychologist regarding ELLs who may need a CSE evaluation.
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.
      Students are in mainstream heterogeneously grouped classes on the grade and some special education students in self contained or ICT classes. ESL instruction is delivered through an integrated and standalone model. Freestanding ENL groups are organized by grade and proficiency level, based on the guidelines outlined in the NYSED CR Part 154.2 chart for ENL units of study and staffing requirements. Ms. Bindman services the standalone ENL groups for entering and emerging students. Groups are organized in groups by contiguous grades, K-1, 2-3 and 4-5. There are between 3 to 6 students in each group. Standalone and integrated support are scheduled with reference to the state mandated number of minutes for each proficiency level.

   b. TBE program. If applicable.
      Not applicable.

   c. DL program. If applicable.
      Not applicable.

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)?
      PS199 refers to the CR Part 154 requirements for mandated ENL minutes, for standalone ENL and integrated ENL depending upon the students’ proficiency levels. Beginner and entering students receive 360 ENL minutes, 180 standalone and 180 integrated; Intermediate/emerging receive 360 minutes, 90 standalone, 180 integrated plus flexible 90 minutes either standalone or integrated; intermediate/transitioning receives 180 minutes, 90 minutes integrated and another 90 minutes either standalone or integrated; advanced/expanding receives 180 minutes integrated. Proficient/commanding students receive 90 minutes integrated ENL. Integrated ENL is in ELA or another content area, support during writing workshop, reading workshop, science, math, or social studies. For standalone, the ESL teacher coordinates with the mainstream classroom and specialty subject area teachers to ensure content alignment.

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

   The ESL certified teachers collaborate with the classroom and content area teachers on curriculum and student progress. The ESL certified teachers provide support for the academic vocabulary and language structures specific to the content area, and strategies for the proficiency level/language acquisition stage of the students. For beginner and newcomers, for example, we use extensive visuals, gestures, carefully structured questions, TPR, charts, graphs, chants and songs. All students participate in hands-on experiences and projects, where oral and written language is used in small group and partner activities and discussions. Methods are drawn from approaches such as QTEL, SIOPP, Pauline Gibbons, etc incorporating visuals, graphic organizers and technology. These approaches emphasize language development across content areas and support the Common Core emphasis on reading and writing for information and standards for oral language.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Students are given the Spanish LAB if they have a Spanish HLIS and are eligible for ENL services. The Spanish LAB helps determine language dominance and inform instruction. Students are asked to provide writing samples or write in journals in their native language that can be evaluated by instructional staff fluent in that language. For example, in recent years we have had pedagogical staff fluent in Japanese, Russian, Spanish, Portuguese, French and Hebrew to support students with those language backgrounds. Translated math and science exams are provided for ELLs for the state math and science exams as needed, or a translator is provided for lower incidence languages where indicated. In the classroom, or standalone ENL, we may have more than one student with the same first language where we can create partners or subgroups of children with the same language. Then there are opportunities for these children to have academic discussion in their first language, followed by a share out in English. Or, a commanding student may lead a subgroup of children.

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

a. SIFE

Our SIFE plan highlights additional instructional time, offering students opportunities to participate in small group instruction during the school day as well as in extended day, and/or summer programs. The plan combines literacy development in the students’ native language where possible, English language development, and content instruction. Personalized Learning Plans for students would include English and native language diagnostic tests, academic data analysis, social-emotional learning, short and long term goals, research based instructional strategies and supports, and school-family connection.

When we have a SIFE student, we provide a variety of supports. For example, SIFE students may receive explicit math instruction to fill in the gaps of what they have not learned, then assessed monthly for skill growth. Also we often assess the students more frequently – once a month – to measure their growth. Spelling curriculum and weekly spelling quizzes are adapted. SIFE students are provided with an IPad where they can access various choices of books at their independent level through Raz Kids, and follow the text as it is read aloud, both fiction and non-fiction. Nonfiction sources have helped fill in gaps in their knowledge in social studies, science, and American history. Students also have access to Brainpop and other content related videos, which they view with closed captioning.

b. Newcomer

PS 199 has newcomer students in all grades. Many of our newcomers are new or recent arrivals to the U.S. starting at entering or emerging levels. For standalone ENL, newcomer students are in groups of no more than 2 contiguous grades, based on level, with differentiated instruction supporting differences in grade level curriculum and specific proficiency. Newcomer students are supported in their classroom through collaboration between an ESL certified teacher and the classroom teacher, focused around support for ELA or content area instruction in science, math, or social studies. The ESL certified teachers articulate with the classroom teachers and content area teachers of the newcomer students on a regular basis. Instructional materials are selected that provide extensive use of visuals and graphic support for text, and with a focus on language development. Instructional strategies for lower level newcomers include instruction based on authentic hands on activities, the use of maps, visual on content area word walls, TPR, modeling, gestures, frequent checks for listening comprehension through careful questioning allowing students to respond through pointing, a few words, response to either/or questions, sentence frames, and connections to the students’ background knowledge. Computer programs allow students to interact with stories read aloud on the internet with visual text, such as Tumblebooks, Raz Kids. Other computer programs effective for newcomer ELLs that we use include Brainpop, with closed caption, Raz Kids, abcy.com and Starfall, along with selective use of google translate.

c. Developing

For developing ELLs, we generally use running records more frequently to assess their reading growth, approximately once a month. Especially for developing ELLs with reading levels below grade, they may have access to an IPad where they can access Raz Kids for a wider range of non-fiction and fiction books at their level. It is also helpful for them to read the text while listening with headphones. For social studies, developing ELLs are provided with visual vocabulary lists with pictures and picture dictionaries. This helps them to comprehend content related words. They also have access to BrainPop and other
content related videos, used with closed captioning so they can read the words as they are read aloud. The ELL students have repeated opportunities to view the videos. Developing ELL students are strategically partnered to provide another level of support.

d. Not applicable.

e. Former ELLs are entitled to 90 minutes integrated ENL per week and also testing accommodations for two years following scoring proficiency on the NYSESLAT. These accommodations include extended time and separate location. In addition, former ELLs may participate in extended day programs to help continued development of reading and math skills. Former ELLs are closely monitored by their classroom teachers. The ESL certified teachers provide additional strategies to classroom teachers to support these students in the areas which have been identified as needing additional language development.

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?

ELLs with IEPs are in mainstream inclusion classes, ICT classes, or self-contained special education classes. We currently have ICT classes in K, 1 and 5, and are adding grades starting with grade 2 in 2017-18. In the special education self-contained classes there are bilingual teacher assistants who provide a small teacher: student ratio. Instructional materials and strategies include just right books, fiction and non-fiction content area books, materials involving graphs, charts, visuals, captions and diagrams; TPR, read alouds and involving students in authentic activities for purposeful use of language in all four modalities and for integration of language into content curriculum. In addition, in the ICT classes 2 teachers provide a smaller teacher: student ratio. In our 5th grade ICT class, ELLs are assessed in reading more frequently, once a month, and spelling curriculum for weekly spelling quizzes is adapted. As noted previously, IPads for students allow them access to Raz Kids reading at their level, BrainPop and other content videos with closed captioning, in addition to visual vocabulary lists with pictures for social studies.

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?

The ESL schedule is carefully designed and coordinated in collaboration with the principal, classroom teachers, ESL certified teachers, IEP teacher and other service providers. The students are serviced through integrated classroom work and small group standalone support, as well as individual support for certain services. Students are fully integrated into the classrooms and the school. Collaboration takes place between the teachers and the service providers who work with individual children.

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.

All intervention services are provided in English. Intervention services include Wilson for reading, and small group pull out and push-in for math. Supports for students include extended day, small group tutoring, 1:1 support with a student teacher or with an America Reads tutor, and CSE evaluation.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

We will have additional ESL certified pedagogical staff to help provide ELL services. We are trying to concentrate ELLs into one or two classes on the grade to help facilitate additional integrated services.

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

Not applicable.

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

Groupings are heterogeneous. ELLs participate in extended day, chess club, and fully participate in all school activities including arts residency programs such as NY Philharmonic in the schools, National Dance Institute, Vital Theater, Lincoln Center Education, Wingspan arts, and others. Scheduling is designed and flexible to support ELLs’ participation in all school activities. We have before school and after school Title III programs for ELLs in small groups that meet weekly, as well as periodic family weekend activities.
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.

For reading, we use selected titles from Benchmark Education materials specifically designed for ELLs, also Scholastic non-fiction vocabulary readers, National Geographic Kids, and other titles selected for their vocabulary and text format and support. Also we use Best Practices for Reading series at different levels. As noted above, students use Raz Kids at their level to follow as the text is read aloud, as well as Starfall and other online programs. We also use BrainPop and other content related videos, with closed captioning so students can listen and read along as the words are read aloud. Also for science and social studies, we use vocabulary charts with visuals, graphic organizers, concept maps, content picture dictionaries and content books and charts designed specifically for ELLs. We routinely use google images for text support. Recently we have augmented the ESL room with a new smartboard, iPads for students as well as access to chromebooks. Next year we will also use certain voice record technologies with students..

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

ESL and bilingual certified teachers use cognates in Spanish or French as appropriate with students. Students especially in upper grades have oral translating dictionaries in their home language. Wherever possible, students new to English have a language buddy in the same class or on the same grade who speaks the same home language as well as English. For students newly acquiring English, they may initially write in their home language in the classroom to keep up with new concepts, transitioning into English as soon as appropriate for each student. In ESL and classroom instruction, student partners or subgroups of the same language are provided some opportunities for academic discussion in their home language, and then share out in English. When possible, partners or subgroups will be led by a student at Expanding or Commanding level.

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

ESL students are grouped by grade and proficiency level. The ESL certified teachers maintain regular contact with classroom teachers to ensure maximum integration of language development within content area curriculum on the grade. Content material, including fiction and non-fiction content, is available in a range of levels. Supplemental materials such as picture dictionaries are available for a range of ages, including language for daily use, and content picture dictionaries for upper grade students.

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?

Not applicable

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).

New families are welcomed to the school community by the PTA. A buddy system is established to support new members of the PS 199 community. Families are given contact information to arrange after school play dates.

17. What language electives are offered to ELLs?

There are no language electives currently offered at PS 199.

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)?

Not Applicable
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 ELL teachers will attend at least 3-5 workshops during the year, focused on Common Core, vocabulary development, academic discourse, using technology, and reading with ELLs. The ELL teachers will participate in professional development district meetings. The office of ELLs offers professional development on development academic and social language relating to the CCLS.

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.

   ESL is specifically addressed in our Teacher’s College PD. ESL PD takes place during grade level meetings each month, and during Monday extended day PD time. Topics will include: language acquisition, integrating language objectives and language acquisition in core content instruction, vocabulary development, understanding ELLs at different proficiency levels and stages of language acquisition, differentiation, and information about ESL compliance and testing. We will keep attendance on sign-in sheets, and agendas.

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, initial parent orientations, or any other meetings, we also meet with parents of our ELLs individually at least once a year to discuss program goals, their child’s language development progress, ESL assessment results, or language development needs. We generally have very high parent involvement and participation. We have Tuesday extended day set aside for parent meetings. If parents are unable to come at that time, we coordinate a time before or after school, or an appropriate time during the school day to accommodate parent availability and school schedules.

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

   We have families from many different countries at PS 199, usually with approximately 24 languages represented. We have a very active PTA, many committees and a very high level of parent involvement. We have a diversity committee who plans multi-cultural events throughout the year, usually once a month. For example, that might be Indian dance, Lights Festival, fashion shows, and a luau. Classrooms celebrate specific cultures and may be amplified by an outside cultural group. Publishing parties are extremely well attended in general by parents. There are many class trips in which parents are actively involved, with many trips based on a specific culture. Parents are also very involved as parent volunteers for special projects, such as classroom cooking, some of which may be focused around a specific culture, for example, making wontons. For next year we are planning to have a buddy system to pair a new family with a current family with the same language.

Additional Information

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

Paste response here:
Part V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Louise Xerri, 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.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
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:** **Jesse Isidor Straus**  
**School DBN:** **03M199**

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>Louise Xerri</td>
<td>Principal</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Josh Griffiths</td>
<td>Assistant Principal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Allison Sansoucie</td>
<td>Parent Coordinator</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Rosalyn Bindman</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Angie Vargas</td>
<td>Parent</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Joann Jimenez</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Lisa Elion/Speech</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>NA</td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>NA</td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Jeanine Jeudy</td>
<td>School Counselor</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Ilene Altschul</td>
<td>Superintendent</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Yuet Chu</td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
</tbody>
</table>
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>Rosalyn</td>
<td>Bindman</td>
<td>ESL Teacher</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.

   At registration, parents indicate their preferred language of communication on the Parents Preferred Language form in the packet. This informs the school which households required translated materials and information. Classroom teachers meet parents in September and advise the administration of any parents who are in need of translation. The HLIS form part III also asks parents to indicate their preferred language of communication with the school. Posters from the DOE Office of English Language Learners are posted at the entrance of the building to advise families to ask for assistance in obtaining translation and interpretation services.

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>Bulgarian</td>
<td>1</td>
<td>.06</td>
<td>1</td>
<td>.06</td>
</tr>
<tr>
<td>Chinese</td>
<td>1</td>
<td>.06</td>
<td>1</td>
<td>.06</td>
</tr>
<tr>
<td>French</td>
<td>1</td>
<td>.06</td>
<td>1</td>
<td>.06</td>
</tr>
<tr>
<td>Hindi</td>
<td>1</td>
<td>.12</td>
<td>2</td>
<td>.12</td>
</tr>
<tr>
<td>Japanese</td>
<td>1</td>
<td>.12</td>
<td>2</td>
<td>.12</td>
</tr>
<tr>
<td>English</td>
<td>1650</td>
<td>99.46</td>
<td>1650</td>
<td>99.46</td>
</tr>
<tr>
<td>Spanish</td>
<td>2</td>
<td>.12</td>
<td>2</td>
<td>.12</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.

NA

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?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education Services Guide</td>
<td>September</td>
<td>Division of Specialized Instruction and Support provides translated versions</td>
</tr>
<tr>
<td>Family Guide</td>
<td>September</td>
<td>DOE provides Spanish version</td>
</tr>
<tr>
<td>Achieve NYC</td>
<td>September</td>
<td>DOE provides Spanish version</td>
</tr>
<tr>
<td>Discipline Code</td>
<td>October</td>
<td>DOE translation services, languages requested by teachers</td>
</tr>
<tr>
<td>Middle School handbook and directory</td>
<td>November</td>
<td>Request Spanish copy on DOE website</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>Back to School Night</td>
<td>September 2018</td>
<td>Pre-planning which families require this service and having materials translated</td>
</tr>
<tr>
<td>PT conferences</td>
<td>November, March</td>
<td>school staff, DOE translation, Big Word</td>
</tr>
<tr>
<td>Tuesday extended day parent meetings</td>
<td>on request throughout the year</td>
<td>school staff, DOE translation, Big Word</td>
</tr>
<tr>
<td>meetings for IEPs, counseling, OT, PT, speech</td>
<td>on request throughout the year</td>
<td>school staff, DOE translation, Big Word</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.

We use DOE robocalls in translation for families

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.

Teachers of the students of the families receive a copy of the parent preference information and are advised of the resources available for communicating in English

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.)

The language of preference is recorded on Emergency Contact cards and in ATS. Appropriate posters are hung at the beginning of the school year and refreshed during Parent Teacher Conferences. Availability of translations and interpretation services is advertised using multilingual fliers.

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 use school parent surveys available in all languages, and regular feedback from the PTA.