

**2014-2015**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**  
**UPDATED 2014-2015**

**School Name:** P.S. 115: THE DANIEL MUCATEL SCHOOL

**DBN (*i.e.* 01M001):** 18K115

**Principal:** LOREN BORGESE

**Principal Email:** LBORGESE@SCHOOLS.NYC.GOV

**Superintendent:** BEVERLY WILKENS

**Network Leader:** MATTHEW MELCHIORRE

## School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. 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 the Chancellor's Regulation A-655, available on the NYC DOE Web site.

### Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature\*\*.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original 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.
5. Names of SLT members must be added to this form for posting. The signed original document must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Loren Borgese	*Principal or Designee	
Nerland Jeanniton	*UFT Chapter Leader or Designee	
Gemma Barclay	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Jennifer Troman Jennifer Levins Ivelisse Fanas Tamella Trapp Sandra Robinson	Member/ UFT	
Prepaw Ash Abigail Antrobus-Vann	Member/ Parent	

Tina Estrada		
Joyce Johnson		
Rosette McLean		
Jamiliah Reed-Booth		
	Member/	

\*\*Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

## **Guidance for Developing Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### **All Schools**

Indicate using an "X" in the box to the left of each section that the section has been completed	
	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</b>
	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #1**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

#### **English Language Arts**

Through the implementation of Teachers College Reading and Writing program, students will complete a pre- and post- assessment in writing. 85% of students across grades K-5 will move up a minimum of 2 margins or achieve a level 4 on a scale score rubric.

### **Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Analysis of the Spring 2014 ELA State assessment results indicated a marginal increase in student achievement. Through analysis of the data, it was determined that students' comprehension, ability to use evidence from the text and clearly demonstrate their understanding was an area of need of improvement. The DRA assessments also revealed a low percentage of students reading on grade level. There is a need to implement professional learning designed to develop collaboration and foster best practices for student mastery.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

1. *Professional Learning:*

- Teachers will participate in ongoing in-house as well as off-site Teachers College Professional Learning.
- Teachers College staff developers will work with teachers and students on every grade to model best practices utilizing units of study.
- Interclass visitations will be utilized to share best practices.

2. Opportunity for Collaboration:

- Teachers' schedules provide time for horizontal and vertical collaboration to become familiar with units of study, focusing on CCLS.
- Professional Learning participants will turnkey information to staff.
- Literacy Team will meet to address standards, professional learning, needs of teachers and students throughout the implementation of TC
- Teachers will collaborate to adapt and refine units of study to meet the needs of their students
- Grade teams will utilize task-appropriate rubrics
- Data Team will provide teachers with a means of inputting assessment results for analysis and next steps

3. Teachers will:

- Allow time for daily independent reading with a focus
- Utilize a variety of mentor text for "Read-Alouds" across curricula
- Focus on conferencing in reading and writing
- Align CCLS to guide independent reading and writing
- Group students in a "flexible" manner, based on needs identified in reading and writing
- Provide rubrics and checklists for student self-assessment.
- Implement academic language and rigor across curricula
- Utilize multiple entry points to address the needs of students

#### **B. Key personnel and other resources used to implement each strategy/activity**

- Teachers College staff developers: Eric Hand and Marie Mounteer
- Literacy Coach
- Literacy Team composed of a staff representative from each grade and the literacy coach
- Data Team composed of classroom and cluster teachers
- Teachers College Reading & Writing Units
- Opinion Based Writing Task (Pre and Post)
- Task rubrics
- DRA levels
- SMART board

- Mentor texts

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

Progress will be evaluated by:

- An administration of a pre-and post-opinion-based writing task. The task will be graded based on a multi-point rubric indicating marginal ratings.
- Adminstrating DRA assessments multiple times throughout the year
- Conferencing with students on a regular bases across curricula
- NYS ELA assessment
- Unit assessments
- Classroom observations

**D. Timeline for implementation and completion including start and end dates**

- Teachers College ongoing Professional Learning, September 2014 through June 2015.
- Pre-assessment task during the fall semester, Post-assessment task during the spring semester
- NYS ELA assessment April 2015
- DRA assessment during the beginning, middle and end of year
- Ongoing observation of students through conferencing, classroom assessments and teacher observation

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

- One Drive will be utilized to input and analyze assessment results
- Literacy Team will develop grade-appropriate opinion based writing task, with a multi-scale rubric
- Teachers will identify patterns and trends within each grade
- Data team will analyze and turnkey results to staff

***Strategies to Increase Parental Involvement***

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parents will be:

- Given the opportunity to participate in morning, evening and weekend workshops to support student learning
- Given the opportunity to attend Teachers College Workshops (selected parents)
- Informed of their child's academic performance through baseline and progress reports
- Encouraged to meet with their child's teacher during PTC or during the additional time allotted for parent outreach on Tuesday afternoons
- Informed of school expectations via distribution of handbook and mission and vision statements.
- Informed of ongoing school events via parent calendars, parent newsletters, the P.S. 115 personalized school APP and school messenger services
- Given the opportunity to participate in Adult Education Classes to further their education, which will in turn enable them to academically support their children

***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>	<b>X</b>	<b>Title IIA</b>	<b>X</b>	<b>Title III</b>	<b>Set Aside</b>	<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

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## Goal and Action Plan #2

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

#### Mathematics

Through the implementation of Go Math! and Teachers College Reading and Writing program students will complete a pre- and post- multi-step mathematics task. 85% of students across grades K-5 will move up a minimum of 2 margins or achieve a level 4 on the scale score rubric .

### Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Analysis of the Spring 2014 Math State assessment results indicated low performance in problem solving across grades 3-5. Through analysis of the data, it was determined that students' ability to identify relevant information stated in the question and use appropriate operations were areas in need of improvement. The pre-requisite assessment administered in September 2014, revealed similar areas in need of improvement. The DRA assessment also revealed a low percentage of students reading on grade level, which impacts students' ability to accurately comprehend word problems. There is a need to implement professional learning designed to develop collaboration and foster best practices for student mastery.

### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### 1. Strategies/activities that encompass the needs of identified subgroups

##### 1. Professional Learning:

- Teachers will participate in ongoing Professional Learning.
- Teachers College staff developers will work with teachers and students on every grade to model best practices in comprehension..
- Interclass visitations will be utilized to share best practices.

##### 2. Opportunity for Collaboration:

- Teachers' schedules provide time for horizontal and vertical collaboration to become familiar with mathematical concepts, focusing on CCLS.
- Professional Learning participants will turnkey information to staff.
- Math Team will meet to address standards, professional learning, needs of teachers and students throughout each unit.
- Teachers will collaborate to adapt and refine units to meet the needs of their students
- Grade teams will utilize appropriate tasks rubrics
- Data Team will provide teachers with a means of inputting assessment results for analysis and next steps

##### 3. Teachers will:

- Focus on conferencing in mathematics to guide instruction
- Group students in a "flexible" manner, based on needs identified in conferencing and assessments.
- Provide rubrics and checklists for student self-assessment.
- Implement academic language and rigor across curricula
- Provide students with tools (manipulatives, rulers, calculators, etc..) as necessary
- Utilize multiple entry points to address the needs of students

#### 2. Key personnel and other resources used to implement each strategy/activity

- Teachers College staff developers: Eric Hand and Marie Mounteer
- Staff Developer
- Math Team composed of a staff representative from each grade, out of class teachers, and the literacy coach
- Data Team composed of classroom and cluster teachers
- Go Math! Units
- Grade appropriate mathematics task (Pre and Post)
- Task rubrics
- DRA levels
- SMART board

**3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

Progress will be evaluated by:

- An administration of a pre and post mathematics task. The task will be graded based on a multi-point rubric indicating marginal ratings.
- Administrating DRA assessments multiple times throughout the year
- Conferencing with students on a regular bases across curricula
- NYS Mathematics assessment
- Unit assessments
- Unit tasks
- Classroom observations

**4. Timeline for implementation and completion including start and end dates**

- Teachers College ongoing Professional Learning, September 2014 through June 2015.
- Pre-assessment task during the fall semester, Post-assessment task during the spring semester
- NYS Mathematics assessment April 2015
- DRA assessment during the beginning, middle and end of year
- Ongoing observation of students through conferencing, classroom assessments and teacher observation

**5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

- One Drive will be utilized to input and analyze assessment results
- Math Team will develop grade-appropriate multi-step mathematics writing task and a multi-scale rubric
- Teachers will identify patterns and trends within each grade
- Data team will analyze and turnkey results to staff

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parents will be:

- Given the opportunity to participate in morning, evening and weekend workshops to support student learning
- Given the opportunity to attend Teachers College Workshops (selected parents)
- Informed of their child's academic performance through baseline and progress reports
- Encouraged to meet with their child's teacher during PTC or during the additional time allotted for parent outreach on Tuesday afternoons
- Informed of school expectations via distribution of handbook and mission and vision statements.
- Informed of ongoing school events via parent calendars, parent newsletters, the P.S. 115 personalized school APP and school messenger services
- Given the opportunity to participate in Adult Education Classes to further their education, which will in turn enable them to academically support their children

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>	<b>X</b>	<b>Title IIA</b>	<b>X</b>	<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

### Goal and Action Plan #3

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### **Annual Goal #3**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

##### **School Safety & Discipline**

Through the implementation of the PBIS "S.H.I.N.E." Program by June 2015, there will be a decrease of 10% in the number of student suspensions, level 4 and 5 incidents, classroom incidents and incidents in the student cafeteria compared to the 2013-2014 school year.

#### **Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Through an analysis of the 2013-2014 OORS/SOHO data it was determined that a majority of occurrences took place during afternoon hours, specifically during the lunch periods.

Out of 140 incidents reported on OORS:

- 19 Level 4 & 5 incidents that resulted in student suspensions
- 54 classroom occurrences
- 33 cafeteria occurrence
- 64 occurrences took place in the afternoon

#### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

##### **1. Strategies/activities that encompass the needs of identified subgroups**

###### **Data Driven Approach**

P.S. 115 will continue to use OORS/SOHO data to determine what our strengths and weaknesses are with regards to student discipline. This data will examine location of occurrences, time of day that occurrences take place, high occurrence months, as well as repeat offenders within the school building. We will also use this data to isolate target groups of at-risk students using a recidivist tracking sheet, which was developed by our safety team to monitor and track student progress.

###### **The S.H.I.N.E. Program**

The S.H.I.N.E. Program is a Positive Behavior Intervention Support (PBIS) System. The S.H.I.N.E. program focuses on the positive actions of the students. It is evidence based and is used to provide preventative, positive and behavioral support for all students.

The key features of S.H.I.N.E. are:

- Clearly defined behavioral expectations
- Social & behavioral skills instruction
- Positive and proactive monitoring
- Active supervision and monitoring
- Positive acknowledgement
- Data based decision making
- Parent training and collaboration
- The Goals of the S.H.I.N.E. Program are:
  - To create a community that supports and sustains implementation of S.H.I.N.E. in all school settings.
  - To create awareness and shared language for addressing the social and behavioral needs of students at P.S. 115.
  - To regain the teaching time currently spent in managing misbehavior.
  - Maximize instructional time and academic achievement for all students.
  - Increase family engagement in schools.

###### **School Culture**

Develop culture by implementing a school logo, mascot, school colors and pledge that focuses on character building and work ethic connecting our school's mission and vision.

### **Guidance Intervention/Restorative Approaches/Alternatives to Student Suspensions**

Students, who continue to engage in negative behaviors, will receive interventions following a ladder of discipline, using restorative approaches. The guidance department, intervention specialists and members of the SSST will develop student behavior modification strategies when needed. Students will be taught how to monitor their behavior, strategies that build character and conflict resolution.

#### **Staff Professional Learning:**

Teachers will:

- Engage in staff development focused on the NYC Student Discipline Code of Conduct
- Participate in the ongoing implementation of the S.H.I.N.E. Program via training
- Meet with their grades monthly to discuss program effectiveness and next steps.
- Be trained on the GRP safety drills that are mandated by the City of New York
- Actively monitor students participation in the various safety drills
- Be provided with manuals and materials needed to incorporate S.H.I.N.E. into their classroom environment.
- Engage students in lessons that outline and model best safety practices
- Provide students with tickets and rewards based on positive behaviors

Students will:

- Engage in S.H.I.N.E. Program kick-off Pep-Rallies (October and February)
- Use the Behavioral Matrix to self-monitor behavior
- Be rewarded individually and whole-class for positive behaviors, via tickets and cards.
- Participate in activities based on the reward system.
- Assist peers in making positive choices and decisions

P.S. 115 will continue to build on already established school wide programs such as our Respect for All Anti-Bullying Initiative, Character Day Parade/Dance and 100 Day celebration. These initiatives will promote respect, as well as engage students in meaningful lessons and other activities that prevent bias-based harassment, intimidation and bullying.

## **2. Key personnel and other resources used to implement each strategy/activity**

- S.H.I.N.E. Team composed of a teacher representative from each grade, intervention specialist, guidance counselor, parent coordinator, literacy coach and assistant principal.
- Classroom teachers
- Internal PBIS Coach
- S.H.I.N.E. Behavior Matrix
- S.H.I.N.E. Handbook
- S.H.I.N.E. tickets and cards
- Reward system
- NYC Discipline Code of Conduct
- OORS/SOHO reports
- Dean Referral Form
- Discipline Checklists
- Building Response Team
- Red Emergency Folders
- GRP protocols
- Morning and afternoon "Check-in" for specified students by guidance counselor and intervention specialist
- Safety Team composed of teacher, para and out of class representatives
- Student monitors during lunch periods

- Safety and BRT meetings monthly
- Projects and posters made by students

**3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

The S.H.I.N.E. Program will be evaluated by utilizing OORS, dean referrals, teacher anecdotes, teacher and student feedback, surveys, as well as other data to support evaluation and decision making. There will be a beginning, middle and end of year review to assess the effectiveness of the program.

**4. Timeline for implementation and completion including start and end dates**

- Pep-Rally to kick off the program in September and repeated in February to ensure the strength and momentum of the program
- Weekly “S.H.I.N.E. Friday” used to implement reward system
- Monthly class rewards for S.H.I.N.E. card collection
- Daily distribution of individual tickets for students following aspects of the matrix
- “Respect for ALL” week in February
- Monthly themes that focus on Strength, Honor, Integrity, Nobility and Excellence
- Monthly Unity Projects
- “Watch as We Grow” S.H.I.N.E. data pictograph bulletin board
- Canned Food Drive beginning October-Thanksgiving
- Penny Harvest through December in which students choose the charity to which monies will go
- Character Day Parade/Dance in October
- 100 Days of school celebration in February

**5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

- S.H.I.N.E. handbook
- S.H.I.N.E. Team will develop an individual and whole class reward system
- Teachers will identify patterns and trends within each grade
- OORS data will be used monthly to assess cafeteria and classroom occurrences
- Students will monitor during lunch periods to foster responsibility

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

Parents will be:

- Given the opportunity to participate in morning, evening and weekend workshops, as well as the opportunity to attend student pep rallies and other events that will help to support student social emotional needs
- Informed of school expectations via distribution of handbook and mission and vision statements
- Informed of ongoing school events via the parent calendar, parent newsletter, P.S. 115 personalized school APP and school messenger service
- Given a parent letter outlining the S.H.I.N.E. program expectation, as well as the matrix
- Able to contact the Parent Coordinator with questions or further clarification regarding the PBIS program

**Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>	<b>X</b>	<b>Title IIA</b>	<b>X</b>	<b>Title III</b>	<b>Set Aside</b>	<b>X</b>	<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

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## Goal and Action Plan #4

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #4**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

### **Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- **Strategies/activities that encompass the needs of identified subgroups**

1.

- **Key personnel and other resources used to implement each strategy/activity**

1.

- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.

- **Timeline for implementation and completion including start and end dates**

6.

- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1.

### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

## Goal and Action Plan #5

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #5**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

### **Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- **Strategies/activities that encompass the needs of identified subgroups**

1.

- **Key personnel and other resources used to implement each strategy/activity**

1.

- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.

- **Timeline for implementation and completion including start and end dates**

1.

- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**

6.

### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at 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.

**Description**

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Extended SETSS (not on IEP) for at-risk students without or in addition to an IEP (Wilson)	Small group and one-to-one instruction	During the school day
	Non-mandated speech for at-risk students without or in addition to an IEP	Small group and one-to-one instruction	During the school day
	“Foundations: and RTI instruction in phonics for at-risk students	Small group and one-to-one instruction	During the school day
	Literacy Coach models lessons and team-teaches with teachers of classes containing at-risk students	Team-teaching	During the school Day
	Saturday Institute for all students in Kindergarten through grade five and at-risk students in grades three through five	Small group and one-to-one instruction	Saturday mornings
	AIS providers, one part time teacher, one cluster teacher and one paraprofessional provide support for at-risk students in Kindergarten through grade 5.	Small group and push-in support	During the school day
	Iready support for at-risk students in all grade levels	Small group and one-to-one instruction	During the school day and at home
<b>Mathematics</b>	Extended SETSS (not on IEP) for at-risk students without or in addition to an IEP	Small group and one-to-one instruction	During the school day
	Saturday Institute for all students in Kindergarten through grade five and at-risk students in grades three through five	Small group and one-to-one instruction	Saturday mornings
	AIS providers, one part time teacher, one cluster teacher and one paraprofessional provide support for at-	Small group and push-in support	During the school day

	<p>risk students in Kindergarten through grade 5.          Iready support for at-risk students in all grade levels</p>	Small group and one-to-one instruction	During the school day and at home
<b>Science</b>	<p>Extended Science Lab time is provided by the Science Cluster Teacher to students in grade five who have not met the standards on the fourth grade NYS Elementary Level Science Exam (ELSE)</p> <p>Saturday Science Institute for ELL and non-ELL students in grade four</p> <p>IPAD Lab and open access computer room will reinforce science curriculum by addressing multiple entry points.</p>	<p>Small group instruction</p> <p>Small group instruction</p> <p>Small group and one-on-one instruction</p>	<p>During the school day</p> <p>Saturday mornings</p> <p>During the day</p>
<b>Social Studies</b>	<p>Literacy/Social Studies Ambassador provides additional instructional support and instruction in test-taking strategies to at-risk students</p> <p>IPAD Lab and open access computer room will reinforce social studies curriculum by addressing multiple entry points.</p>	<p>Small group instruction</p> <p>Small group and one-on-one instruction</p>	<p>During the school day</p> <p>During the school day</p>
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	<p>Guidance is provided to at-risk students without an IEP including Students in Temporary Housing</p> <p>Students demonstrating attendance patterns which indicate at-risk behavior are provided with guidance counseling.</p> <p>School counselors will provide non-mandated guidance and crisis Counseling to at-risk students</p> <p>The school psychologists will offer clinical services, agency referrals, <b>and</b> educational, social and personal services on an as needed basis to at risk students. This service will identify emotional, social, neurological factors that impede on student performance and provide prescriptive measures that address student needs by suggesting</p>	<p>Individual and/or small group</p> <p>Individual and/or small group</p> <p>Individual and/or small group</p> <p>Individual</p>	<p>Individual and/or small group</p> <p>Individual and/or small group</p> <p>Individual and/or small group</p> <p>Individual</p>



**Title I Information Page (TIP)**  
**For Schools Receiving Title I Funding**

1. All elements of the *All Title I Schools* section must be completed\*.
2. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
3. Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section.

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>School Wide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

**All Title I Schools**

**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.
Recruitment: N/A
Retention: New teacher mentors, inter-visitation feedback, observation and professional development as needed.
Assignments: Teachers are assigned to positions based on the school's academic needs, teacher preference and strengths. Additional out of class assignments such as: instructional coach, intervention specialists, and AIS providers, are included in the programming based analysis of instructional, safety, and social/emotional data.
Support & Professional Development: <ul style="list-style-type: none"> <li>• All teachers are provided an onsite Teachers College Reading &amp; Writing Project staff developer to support their ELA instruction, as well as offsite visits to the school.</li> <li>• Grade liaisons meet with their peers to facilitate professional learning and share information provided by administration.</li> <li>• Administrators schedule the instructional coach to support teachers on 6 week cycles. Teachers are selected for support based on needs identified through classroom observation and needs survey results.</li> </ul>

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> <li>• All teachers are provided an onsite Teachers College Reading &amp; Writing Project staff developer to support their ELA instruction, as well as offsite visit to the school.</li> <li>• Each Monday, teachers facilitate a variety of professional learning activities to their peers. Topics are chosen based on the data reflected in the teacher needs assessment survey. Learning opportunities are also facilitated by teachers who have mastered various instructional skills and strategies and have indicated a desire to share their knowledge with their peers.</li> <li>• Professional learning is targeted to different constituencies through common preps for special teams such as: special education, ELL, RTI/SSST, Gifted and Talented, and Clusters.</li> <li>• PD 360 is a web-based program that enables teachers to watch instructional videos in areas in which they or administration has determined they are in need of further development.</li> <li>• Master Teacher, a weekly education newsletter, will be utilized as a professional learning tool to foster teacher</li> </ul>

discussion, reflection, and collaboration.

### **Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

As a School wide Programs (SWP) school in NYC we conceptually consolidate all of our Federal, State, and Local funds. These include but are not limited to: All Tax Levy finds, PreK, PreK Title I, School Support Supplement, Title I SWP, Title IIA, Title I SWP, Title III, and Universal PreK.

The services that will be provided to the STH population include, but are not limited to:

- Conduct an intake meeting with parents/guardians of STH to address any needs that the parents/guardians and/or the students might have.
- Assist parents in completing Residency Questionnaire.
- Ensure that students receive transportation to and from school for regular school days and any extra-curricular school functions.
- Provide school supplies as needed.
- One to one and /or group counseling.
- Conduct student groups which address issues such as Conflict Resolution and Violence Intervention and Prevention.
- Ensure that STH are able to participate in all field trips, school activities and class projects, providing funds if necessary.
- Provide parents and students information regarding after-school programs.
- Provide parents and students information regarding community-based organizations and facilities (e.g. health care, mental health, recreation, etc.)
- Monitor academic progress and ensure that STH receive any Academic Intervention Services as needed.
- Conduct professional development and sensitivity training for all staff, including Administration, pedagogical staff, school aides, paraprofessionals, nurses, security and custodial staff.

Our Violence Prevention programs include but are not limited to: Parent workshops on anti-bullying, gang awareness, and cyber bullying. Student programs include “Respect for All” assemblies and activities, classroom visits by the Intervention Specialist and Guidance Counselor, visits and assemblies by local law enforcement, and non-mandated counseling for at-risk students.

### **SWP Schools Only**

#### **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.).

- Parent Corps conducts workshops for parents of Pre-Kindergarten children and conducts a sixteen-week program with our Pre-K students
- Parents will receive information outlining Kindergarten expectations
- Parental workshops will be conducted to aid in the transition from Pre-K to Kindergarten
- Parents will receive a kindergarten directory showing the parents the programs available to students
- Pre-K students will be taken on tours of kindergarten classes
- Pre-K students will be given end of the year “Welcome to Kindergarten” books and packets

**Measures to Include Teachers in Decisions Regarding Assessments**

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

Teachers are members of a variety of teams such as:

- Literacy team
- Math team
- Data team
- Bulletin Board Team
- Quality Assurance Teams
- Lesson Plan Teams
- RTI Team
- School Implementation Team
- School Leadership Team
- Professional Learning Team
- S.H.I.N.E. Team
- Grade Teams
- Cluster Team

**TA Schools Only**

**Use of Program Resources**

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

N/A

**TA Coordination with the Regular Program**

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

N/A

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your 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 your policy.

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**Parent Involvement Policy (PIP)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our 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 our school community. Our school will support parents and families of Title I students by:

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

P.S.115'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. Our 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 our 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 P.S.115's 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, our 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 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 schools 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 our 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 to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- Provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- Host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- Schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- Translate all critical school documents and provide interpretation during meetings and events as needed;
- Conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our 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 for instructional materials for parents;
- Hosting events to support, parents/guardians, grandparents and foster parents asserting leadership in education for their children;
- 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 parent calendars, school newsletters and a mobile app designed to keep parents informed about school activities and student progress;
- Distributing parent surveys to assess the needs and wants of parents;
- Creating incentives that will help parents reinforce what is taught during the school day.

P.S.115, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. P.S. 115 staff and the 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 and Assessments.

## **I. School Responsibilities**

*Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:*

- Using academic learning time efficiently;
- Respecting cultural, racial and ethnic differences;
- Implementing a curriculum aligned to the Common Core State Learning Standards;
- Offering high quality instruction in all content areas;
- Providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

- Ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- Notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- Arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- Planning activities for parents during the school year; These activities are not limited to; Parent-Teacher Conferences, Family Literacy and Art Programs, Family Movie Nights, Family Dances, Parent Workshops on a variety of academic and extracurricular topics, participation in conferences and workshops outside of our school building.

*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 will all members of the school community;
- Supporting parental involvement activities as requested by parents;
- Ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

- Advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## II. Parent/Guardian Responsibilities:

- Monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- Ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- Check and assist my child in completing homework tasks, when necessary;
- Read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- Set limits to the amount of time my child watches television or plays video games;
- Promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- Encourage my child to follow school rules and regulations and discuss this Compact with my child;
- Volunteer in my child's school or assist from my home as time permits;
- Participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- Respond to surveys, feedback forms and notices when requested;
- Become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- Participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- Take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- Share responsibility for the improved academic achievement of my child;

## III. Student Responsibilities:

- Attend school regularly and arrive on time;
- Complete my homework and submit all assignments on time;
- Follow the school rules and be responsible for my actions;
- Show respect for myself, other people and property;
- Try to resolve disagreements or conflicts peacefully;
- Always try my best to learn.

This Parental Involvement Policy (including the School-Parent Compact) was distributed for review by the Title 1 Parent Advisory Committee on November 19, 2014.

The Parent Involvement Policy was updated on Tuesday, November 19, 2014.

The final version of this document will be distributed to the school community on Wednesday, December 17, 2014 and will be available on file in the Parent Coordinator's office.

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**DBN: 18K115**

### **4c. "Conceptual" Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes

of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$799,693.29	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$113,060.00	X	See action plan
Title III, Part A	Federal	\$11,200.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$4,841,215.00	X	See action plan

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

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **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 average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **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, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.



**Department of English Language Learners and Student Support**

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 New York, New York 10007  
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

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

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

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

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

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

Part A: School Information	
Name of School: The Daniel Mucatel School	DBN: 18k115
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 37
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

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

6   7   8   9   10   11   12

Total # of teachers in this program: 7  
# of certified ESL/Bilingual teachers: 1  
# of content area teachers: 6

Describe the direct instruction supplemental program here and include the

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

Begin description here: Instructional Component: Our ELL students are required to take Standardized State Exams in English Language Arts, Mathematics and Science. While some of these tests are translated into the children’s native language, not all are. After analyzing these standardized test results, it has been determined that many ELL students need additional support in order to meet the promotional standards.

Our Saturday Institute will provide such additional support as well as improve English language proficiency in these students. Indicators of success include, but are not limited to, increased student English language proficiency as demonstrated in portfolios, oral communication, written communication, and standardized test scores.

Title III Supplemental instruction in Literacy, Mathematics, and Science will be provided to the ELLs (in grades Kindergarten through Five) who are at the Beginning, Intermediate, or Advanced levels of proficiency in English based on the results of LAB R and NYSESLAT. All of our ELL students who achieve proficiency will continue to receive support through our Saturday Literacy, Mathematics and Science programs at no cost to the Title III Program.

The ELL instruction will take place during a Saturday Institute. The ELL Institute will run for twelve weeks in three and four hour sessions (from 8:00 A.M. to 12:00 PM). There will be five four-hour sessions for Literacy ( November through January) and three four-hour sessions for Mathematics (January through February), and four three-hour sessions for Science (March). There will be one certified teacher for each class on grades Kindergarten, One, Two, Three, Four and Five for Literacy and Mathematics and two certified teachers on grade Four for Science. Students will be grouped as follows K and 1, grades 2 and 3 and grades 4 and 5. The ESL teacher will push-in to work with each group of ELLs for an hour. An administrator will be available for guidance, safety, arrival and dismissal of children.

A licensed ESL teacher, supported by content area teachers in math and science will participate in a team-teaching environment to provide direct instruction to ELLs. Reading and writing skills will be reinforced through the use of such techniques as phonemic awareness and balanced literacy. Newcomers will receive small group instruction in order to build listening, reading and writing skills.

Materials include, but are not limited to: Foundations, Every Day Counts, NYS March to March COACH,

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

Essential Skills for Reading Success, Terranova Coach, NY Edits, ELA Rehearsal, CARS, Rally, and Wilson, Test Ready Omni and NYS Practice and Mastery in Mathematics, and Measuring Up to the New York State Learning Standards and Success Strategies for the State Test (Science).

Instruction will include lessons in Literacy, Mathematics, and Science. It is hoped that through this Institute we will be able to increase the English proficiency and prepare ELL students for the standardized tests that they are required to take. All instruction will be in English.

### **Part C: Professional Development**

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

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

Begin description here: At PS 115, our English Language Learners on each grade (with very few exceptions) are placed in one class designated as the ELL concentration class. The teachers of these ELL concentration classes will be participating in professional development workshops during common prep periods, Professional Development Days, and at after-school workshops to enable them to better meet the needs of their ELL students. Occasionally, ELL students (in the case of siblings) must be placed in another class on the grade. The teachers of these students will be included in this professional development as well. This professional Development focuses on strategies to strengthen the English proficiency of English Language Learners. Teachers are introduced to activities and suggestions to improve the performance of these students. This professional development is at no cost to the Title III Program.

For Title III program, each Saturday ELL Institute teacher will receive six hours of additional professional development at after-school workshops which will be provided by the ESL teacher in conjunction with the Literacy Coach, Mathematics Coach, and Science Cluster Teacher. The series of workshops (open to Title III, Saturday ELL Institute teachers only) will include one after-school workshop in each subject area that is in alignment with Title III. The second workshop will involve participants collaboratively creating a series of lesson plans for use in the Saturday ELL Institute. Teachers will be paid through fair student funding.

Classroom teachers are often unfamiliar with the techniques and strategies needed to provide additional support for the English Language Learner. Professional Development workshops will introduce these techniques and strategies. Additionally, teachers will be afforded the opportunity to create classroom materials which will benefit their students. Teachers will meet two hours for each of three sessions.

Upon completion of the Professional Development workshops, these teachers will be better equipped to meet the needs of their students. Indicators of success are increased use of the techniques, strategies, and materials presented in the Professional Development workshops as well as increased student

### Part C: Professional Development

English language proficiency as demonstrated in portfolios, oral communication, written communication, and standardized test scores.

Literacy – November-January (ESL Strategies, Multicultural Literature, Collaborative Planning of Lessons for the Saturday ELL Literacy Institute) – Professional Development providers are the Assistant Principal, the ESL Teacher and the Literacy Coach.

Mathematics – January-February (Sheltered English in the Mathematics Content Area, Use of Manipulatives in Problem Solving, and Collaborative Planning of Lessons for the Saturday ELL Mathematics Institute) – Professional Development providers are the Assistant Principal, the ESL Teacher and the Mathematics Coach.

Science – March (Sheltered English in the Science Content Area, Inquiry-Based Science Instruction and Collaborative Planning of Lessons for the Saturday Science Institute) – Professional Development providers are the Assistant Principal, the ESL Teacher and the Science Cluster Teacher.

### Part D: Parental Engagement Activities

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

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

Begin description here: Parents are always welcome at P.S. 115. We encourage all parents to participate in any and all workshops.

Our parent workshops take place during school, after school and on Saturdays. We provide childcare for those parents who are unable to otherwise attend. Refreshments are provided. Several of our teachers are ready and able to translate for many of those parents who are not English proficient. We have teachers fluent in Haitian Creole, Spanish and Chinese. All of our notices are sent to parents with translations as needed. We will pay teachers for translation at Parent Workshops from Translation Services funds.

Title III Parent Involvement will include six two-hour Parent Workshops which will take place on Saturday from 9:30 A.M. to 11:30 A.M. as follows:

November – TBD – Literacy Activities in Support of Your Child’s ELA Instruction – Providers are the Assistant Principal, the ESL teacher and the Literacy Coach.

December – TBD – Components of the NYS ELA Assessment – Providers are the ESL Teacher and the Literacy Coach.

January – TBD – Activities in Support of Your Child’s Mathematics Instruction – Providers are the

**Part D: Parental Engagement Activities**

Assistant Principal, the ESL Teacher and the Math Coach.

February – TBD – Components of the NYS Mathematics Assessment – Providers are the Assistant Principal, the ESL Teacher and the Math Coach.

March – TBD – Science Activities in Support of Your Child’s Science Instruction – Providers are the Assistant Principal, the ESL Teacher and the Science Cluster Teacher.

April – TBD – Components of the NYSESLAT and Activities to Support Your Child’s English Language Learning – Providers are the Assistant Principal, the ESL Teacher and the Literacy Coach.

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

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





**Department of English Language Learners and Student Support**

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 New York, New York 10007  
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

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

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

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

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

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

Part A: School Information	
Name of School: The Daniel Mucatel School	DBN: 18k115
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 37
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

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

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Total # of teachers in this program: 7  
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Describe the direct instruction supplemental program here and include the

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### **Part C: Professional Development**

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

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- name of provider
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**Part D: Parental Engagement Activities**

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April – TBD – Components of the NYSESLAT and Activities to Support Your Child’s English Language Learning – Providers are the Assistant Principal, the ESL Teacher and the Literacy Coach.

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

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Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____



**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

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

DBN: **18K115**      School Name: **The Daniel Mucatel School**

Cluster:             Network: **602**

**Goal:** To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

**Part A: Needs Assessment Findings**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

When a child registers in the NYC School System and the HLIS is completed, we are able to determine the language in which a parent requests to communicate with the school, both verbally and in writing. Additionally, an interview is conducted by a trained pedagogue and/or administrative staff member to ascertain the parent's primary language and whether or not the parent requires translation services. When a language determination is made, it is noted on the HLIS Form. The original HLIS Form is kept in the child's permanent record while the HLIS copies are kept in the ESL binder and the emergency cards are located in the main office. We are fortunate to have pedagogues who can provide on-site translation and interpretation services in Haitian Creole, Spanish and Chinese (both Mandarin and Cantonese). In situations where school letters are sent home translated into Haitian Creole, Spanish, or Chinese, our responses to questions and informational letters greatly increase. Due to increase parental awareness, our parental attendance and involvement at PTA meetings, parent/teacher conferences and parent workshops has increased. This increase is an indication that parents are receiving information in a timely and appropriate manner.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The PS 115 ESL community has a minimum of 38 parents and/or guardians. The language groups are Haitian Creole, Spanish, Arabic, Urdu, and Chinese. During Parent/Teacher conferences, we met parents, aunts, uncles, grandparents and older siblings who were able to translate for family as well as discuss the child's progress in English. Not only does PS 115 support its ESL community, the neighborhood families support each other. Our findings were reported to the school community through SLT and PTA meetings, faculty and grade conferences. The ESL teacher articulates with the individual classroom teachers of ELLs, at which time the progress of each ELL is discussed as well as what kind of language support is provided for the child at home. This information is extremely important in assessing why some children may achieve better academic results at a faster pace than children who have minimal or no language and/or literacy support at home.

## Part B: Strategies and Activities

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Written translations of school letters and announcements are translated into Spanish, Haitian Creole and Chinese (both Mandarin and Cantonese). Letters notify parents of upcoming standardized tests, classroom rules, educational standards, homework assistance opportunities as well as advising them of parent/teacher conferences and tutorials that are provided for ELLs. Written translation services will be provided in-house by school staff or parent volunteers. In a case where we do not have a person available due to the nature of the native language, we will contact the DOE Translation and Interpretation office for assistance.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral interpretation services will be provided in-house by school staff and parent volunteers. If there is a situation in which we are unable to meet parental needs in this manner, we contact the Translation and Interpretation office of the Dept. of Ed. for assistance. P.S. 115 has in the past provided, and will continue to provide, many parent workshops such as "Introduction to the New Common Core" which informed parents of the new State Standards and what is expected and how support learning at home. The "Cyber Bullying" workshop for the upper grades teaches parents signs of bullying and how to prevent. ELL parents would benefit from the opportunity to participate in future workshops such as:

1. Math and Literacy instruction within the Common Core Curriculum
2. What is your Child's Learning Style?
3. Power of One: Single Parenting
4. Science Discovery

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

PS 115 will provide to each parent whose primary language is other than English and who requires language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. We will obtain translated versions of this document from the following website: <http://schools.nyc.gov/Parents/NewsInformation/BillofRights.htm>.

We have posted near our main entrance to the school a sign in each of the covered languages indicating the availability of interpretation services. We have obtained these translated signs from the following link: <http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm>.

Our school safety plan contains procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers.