

**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**  
**UPDATED 2014-2015**

**School Name:** THE DYCKMAN VALLEY SCHOOL

**DBN (i.e. 01M001):** 06M152

**Principal:** JULIA PIETRI

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

**Superintendent:** MANUEL RAMIREZ

**Network Leader:** BENJAMIN SOCCODATO

**School Leadership Team (SLT) Signature Page**

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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 documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Julia Pietri	*Principal or Designee	
Anne Bishop	*UFT Chapter Leader or Designee	
Yulemni Colombo	*PA/PTA President or Designated Co-President	
Herminia Perello	DC 37 Representative, if applicable	
N/A	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Madelyn Gonzalez	CBO Representative, if applicable	
Frances Simone Escano	Member/ Teacher	
Wendy Aponte	Member/ Teacher	
Jessica Fermin	Member/ Parent	
Leidy Santana	Member/ Parent	
Zahaira Antunez	Member/ Parent	
Rosara Suarez	Member/ Parent	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, 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>X</b>	<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
<b>X</b>	▪ 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>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>X</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.

By June 2015, as measured through teacher observations and student work samples, 95% of teachers will engage students in text based conversations and “on-demand” writing prompts promoting oral and written language development that is evidence based and reflective of student understanding of academic and domain-specific words relevant to the content of the grade.

### 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.

This goal is based on the item analysis of the results of the school’s current grade four and five students on the 2013-2014 NYS English Language Arts (ELA) Exam which was used to identify the key focus standards that the school’s students need to address to meet the CCS . This is a schoolwide goal as the results of grade four and five students is a culmination of the teaching and learning from PK to grade 5.

To meet this goal the school purchased the Houghton Mifflin Harcourt (HMH) reading program called Journeys, which is aligned to the CCS in 2012. This year (2014 - 2015), the school will continue to use the program along with writing units which were written in teacher teams which are aligned to the CCS.

### 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**

- Utilize the “Journeys” Reading Program grades K-5 and “SPLASH” in Pre-Kindergarten both programs from HMH
- All teachers will participate in professional development workshops during faculty conferences and throughout the year with the building coaches
- Teachers and administrators regularly review student data from throughout the school year
- Grade specific teacher teams align the HMH curriculum and writing units to the NYC Instructional Materials Rubric
- Professional development and support in use of “Schoolnet” and HMH assessments
- Utilize the Citywide time for “Other Professional Activity” set aside on every Tuesday to meet for 40 minute sessions of common planning, by grade,.
- Network to support all school-wide needs
- Professional development focused on Common Core Standards (CCS)
- Baseline assessments: DRA reading assessment, MOSL NYC performance test
- Saturday Academy Program (Language & ELA/Math for Academic Support) for ELLs students.
- A Theatre Arts Program that integrates ELA and Arts curriculum

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

Principal, Assistant Principals, Network Personnel, Teachers, Building ELA and Math Coaches, Parent Coordinator

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

NYC ELA Performance tasks, HMH Unit Tests, Reading A to Z and the DRA to determine Fountas & Pinnell reading levels and growth within them, Beginning, Middle and End of year Writing Unit Performance Tasks

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

The units of study and all assessments start in September of 2014 and continue through the year. Mid-Year assessments occur in January of 2015, and End of year activities/ assessments start in May of 2015

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

- Resources used but not limited to are: HMH – Journeys Program, Language Power Kits, Step-Up-To Writing, NY Ready Materials, Soar to Success Materials from HMH, and Reading Reform strategies.

### 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).**

- In addition to the regular report cards, Reading Progress Reports along with Child (Level) specific Weekly Reading Logs are distributed to parents in October, January, April and June. This helps parents monitor their children’s reading progress.
- Report cards three times per year will keep parents informed about their child’s progress towards state and city expectations.
- Writing celebrations will be held at end of each writing unit to highlight student accomplishments in writing.
- Curriculum overviews are hung on designated bulletin boards to inform the school community of the course of study for each grade.
- During PA meetings and Title I Parent Information meetings the administration and staff members will present information and workshops on state and citywide expectations.
- Translation of notices, and supplemental literacy activities to provide support to parents who are ELLs
- Literacy Coach and ESL teachers will design training modules and host monthly Parent Workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant language spoken by parents in the school (Spanish).
- The school will host a Curriculum Week in September and provide additional resources throughout the year for parents online through its website – <http://schools.nyc.gov/schoolportals/06/M152> and School Messenger updates
- The Parent Coordinator and Literacy Coach will attend regularly scheduled parent meetings to share information and respond to parent questions and inquiries.
- The school will create and distribute a RTI-B Parent Handbook that is translated in all the dominant languages.
- Parents will be offered training on how to use ARIS Parent Link , and Think Central a HMH online resource

***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>X</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.

As a Title I School-wide program school, we will incorporate Conceptual Consolidation which will allow us to combine Federal and local funds to include Fair Student Funding (Tax Levy), Title I Funds, Title IIA Supplemental, Title III and human resources to maximize our budget resources to improve student achievement. The following account allocations provide funding to implement the action plan strategies for this goal:

- Non-Fiction Library Books – TL NYSTL Library Books
- Journeys Texts – TL NYSTL Textbooks (Core Curriculum)
- ESL Teacher – TL Fair Student Funding
- SETSS Teacher – TL RS IEP Teacher
- Per Session Funds – TL Citywide Instructional
- Supplies – Title I SWP

## 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.

To improve critical thinking engagement, as measured by the "Comprehension Questions" on the Houghton Mifflin Harcourt (HMH) Reading Benchmark Assessments, by June 2015, student reading comprehension growth will increase at minimum of 25%.

### 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.

Across all grades, based on student observations and analysis of student writing, conversations, and both formal and informal tests, the need to improve Higher Order Thinking (HOT) Engagement was identified by teachers and administration. It was therefore determined that student reading comprehension across all grades needed to be increased to promote deeper levels of thinking and understanding.

### 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

- Professional development activities to review in-depth the four (4) Key Practices to enhance classroom instruction.
  - Differentiation of instruction
  - Higher Order Thinking (HOT) engagement
  - Explicit teaching through modeling
  - Actionable feedback to students
- Set school-wide monthly expectations with 'Look Fors' focused on specific key practices.
- Principal will conduct weekly walk-troughs and provide feedback regarding 'Look Fors' of specific practice each month.
- Instructional Cabinet will develop series of professional development activities focused on teachers gaining 'deep' knowledge of the four (4) Key Practices.
- Principal will provide professional development in September, November and June on the four (4) Key Practices.

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

Principal, Assistant Principal, Staff Developers (internal and external), Teachers in Grades Pre-K-Grade 5, ESL, CTT, SETSS and Cluster Teachers.

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

- Teachers will complete reflection sheets following the professional development activities on each of the four (4) Key Practices
- Teachers will complete professional development activities and share with their learnings with their grade teams monthly during grade meetings
- Principal and Assistant Principals will conduct weekly walk-troughs focused on specific Key Practices and provide feedback to teachers
- Teachers will be provided with 'Look Fors' for each practice to clarify expectations for the delivery of instruction and learning environment
- Principal will observe teacher effectiveness during informal and formal observations and provide feedback

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

In early fall, all students will be given the HMH baseline assessment, at the mid-year as well as the end-of year the HMH benchmark assessment will be also be administered to all students. For each of these assessments the comprehension questions on each test for each grade will be disaggregated to generate a separate "comprehension" score for each student. Student comprehension growth will measured and monitored throughout the entire academic year

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

- Principal will establish a Grade Meeting schedule for school-wide professional development focused on the Four (4) Key Practices.
- Principal will purchase professional resource materials and books to support teacher learning:
  - How to use Differentiation in the Classroom: The Complete Guide (The 'How To...' Great Classroom Teaching Series... by Mike Gershon (2013)
  - Giving Students Effective Feedback ,Feedback by Deirdre Burke and Jackie Pieterick (2010)
  - Explicit Instruction: Strategies for Meaningful Direct Teaching, by Jennifer L. Goeke (2010)
  - Higher-Order Thinking Skills to Develop 21st Century Learners by Wendy Conklin (2011)
- Cabinet including the building coaches and network support personnel will plan professional development activities for 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).

- Literacy Coach will host monthly workshops and information sessions with parents focused on topics related to Differentiations of Instruction, Higher Order Thinking Activities and Study Skills
- Building Coaches will develop holiday homework packets for students to review reading comprehension and vocabulary skills during Thanksgiving, Winter Holidays, Presidents' Week and the April Spring Break .
- In addition, students will be given a summer vacation packet with written assignment due in September.

**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>X</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.

As a Title I School-wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title II Supplemental, Title III Funds and human resources to support system-wide implementation of a research based rubric that promotes teacher self-reflection, increased rigor within curriculum, pedagogical growth and engagement of students. The following account allocations provide funding to implement the action plan for this goal:

- Professional Development & Materials – TL Fair Student Funding
- Per Session – TL Citywide Instructional
- Supplies – Title I SWP

### 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.

By June 2015, 100% of classroom teachers and specialists will demonstrate knowledge of the components/elements within the four domains of Charlotte Danielson's Framework for Professional Practice through collaborative team planning, development of classroom environment, common core aligned instructional strategies and professional growth and development. Teacher progress towards this goal will be measured by teacher reflection sheets following the completion of professional development and supervisory observations of classroom lessons followed by informal and formal feedback.

#### **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.

After conducting a two year trend analysis of student performance data on state and school-based assessments, it was determined that a significant number of students experienced difficulty with non-fiction reading comprehension. The school has identified Information and Understanding, Critical Analysis and Evaluation, and Literary Response and Expression as its Key Focus Standards. As a result, we have made school-wide implementation of effective teaching behaviors from Danielson's Framework for Effective Teaching a top priority for all teachers from Pre-Kindergarten through fifth grade level to best focus on the Key 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.

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

- In-depth review specific components of Charlotte Danielson 'Framework for Effective Teaching' through a cycle of professional development activities
- Principal will conduct walk troughs and provide feedback regarding specific Domain each month
- Instructional Cabinet will develop series of professional development activities focused on teachers gaining 'deep' knowledge of the Danielson Domains
- Teachers will incorporate Danielson's best practices within common core aligned revised curriculum

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

Principal, Assistant Principal, Staff Developers (internal and external), Teachers in Grades Pre-K-Grade 5, ESL, CTT, SETSS and Cluster Teachers.

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

- Teachers will complete reflection sheets following the completion of specific professional development activities from the Danielson Framework
- Teachers will complete professional development activities and share with their learnings with their grade teams monthly during grade meetings
- Principal will conduct walk-throughs focused on specific components from Danielson Framework and provide feedback to teachers
- Teachers will be provided with 'Look Fors' for each Domain to clarify expectations for classroom teaching and learning environment
- Principal will observe teacher effectiveness during informal and formal observations and provide verbal and written feedback

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

September 2014 – June 2015

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

- Professional development focused on Danielson's model will establish school-wide expectations
- Principal will purchase professional resource material and books to support teacher learning
- Principal will meet weekly with Instructional Cabinet to plan professional development activities for staff
- Principal and the instructional Cabinet will develop 'Look For' checklists for each domain coordinated with Danielson focus and professional development

#### **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).

- The Administration and the Literacy Coach will host monthly workshops and information sessions for parents focused on topics related to Literacy, Vocabulary Development and Study Skills
- The Literacy Coach will develop holiday homework packets for students to review reading comprehension and vocabulary skills during Thanksgiving, Winter Holidays, Presidents' Week, and the April Spring Break.
- Students will be given a summer vacation packet with written assignment due in September 2015.

**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>X</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.

As a Title I School-wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title II Supplemental, Title III Funds and human resources to support system-wide implementation of a research based rubric that promotes teacher self-reflection, increased rigor within curriculum, pedagogical growth and engagement of students. The following account allocations provide funding to implement the action plan for this goal:

- Professional Development – TL Fair Student Funding
- Per Session – TL Citywide Instructional
- Supplies – Title I SWP

## 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
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**  
2.
- **Key personnel and other resources used to implement each strategy/activity**  
2.
- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**  
2.
- **Timeline for implementation and completion including start and end dates**  
7.
- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**  
2.

### **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>	<ul style="list-style-type: none"> <li>• Waterford ELA for grades K-2</li> <li>• Grades 3,4, &amp;5 Reading Intervention</li> <li>• Extended Day instruction</li> <li>• Saturday Academy</li> </ul>	<ul style="list-style-type: none"> <li>• Technology based intervention at individual students' levels</li> <li>• Small groups with Licensed Reading Teacher</li> <li>• Small groups with classroom teacher</li> <li>• Small group instruction focusing on English Language Development</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day minimum of 45 minutes a week</li> <li>• 3 days a week during the school day</li> <li>• Two 50 minute sessions per week after school</li> <li>• Saturdays from January '14 through May '14</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Waterford Math for grades K-1</li> <li>• Grades K,1,2,3,4, &amp;5 ST Math Intervention</li> <li>• Extended Day instruction</li> <li>• Saturday Academy</li> </ul>	<ul style="list-style-type: none"> <li>• Technology based intervention at individual students' levels utilizing PCs in the computer Lab.</li> <li>• Technology based intervention at individual students' levels utilizing ipads</li> <li>• Small groups with classroom teacher</li> <li>• Small group instruction focusing on English Language Development</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day minimum of 45 minutes a week</li> <li>• 90 minutes a week during the school day</li> <li>• Two 50 minute sessions per week after school</li> <li>• Saturdays from January '14 through May '14</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>• Science cluster teachers using Tier I strategies and hands-on experiments</li> <li>• Science curriculum is incorporated into the literacy block</li> </ul>	<ul style="list-style-type: none"> <li>• Tier I -Small group differentiated instruction in classroom</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day</li> </ul>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>• Social Studies curriculum incorporated into literacy block through the writing units that are aligned with the common core standards</li> </ul>	<ul style="list-style-type: none"> <li>• Tier I -Small group differentiated instruction in classroom</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day</li> </ul>
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	<ul style="list-style-type: none"> <li>• Partnership with NY Presbyterian School Based Mental Health Clinic</li> </ul>	<ul style="list-style-type: none"> <li>• Small group and 1:1 sessions with licensed psychologist</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day, evenings and afterschool by appointment and as needed during crisis</li> </ul>

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

1. All elements of the *All Title I Schools* section must be completed\*.
- A. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- B. Targeted Assistance (TA) Schools must also complete the *TA 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.
<ul style="list-style-type: none"> <li>• All teachers are assigned within their license area</li> <li>• New teachers work collaboratively with their grade teams to develop, refine and revise CCS aligned curriculum that supports college and career readiness. Additionally, new teachers receive mentoring above and beyond the required hours. This is accomplished through in class coaching support, regularly scheduled mentoring sessions, network support in the form of professional developers. These sessions take place 2 days per week and during the regular school day. The school mentor completed the DOE mentoring program.</li> <li>• In-house on-going professional development</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>• Waterford Training</li> <li>• Schoolnet Training from Network</li> <li>• Network Talent Coaches</li> <li>• Building Coaches for Math &amp; Literacy</li> <li>• GO-Math Training</li> <li>• ST-Math Training from the Mind Research Institute</li> <li>• Step-Up-To-Writing Professional Development</li> </ul>

**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 <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
As a Title I School-wide Program, Conceptual Consolidation allows us to combine Federal and local funds to include Fair Student Funding (Tax Levy), Title I Funds, Title IIA Supplemental, Title III and human resources to implement the action plans described in this document. It provides the necessary funding to support student academic, as well as, social/emotional identified needs of all students including students receiving special education services, ESL support, guidance and extended day.

**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.).
<ul style="list-style-type: none"> <li>• Our school has two Pre-Kindergarten ½ day classes. Additionally, in partnership with the Children's Aid Society the school hosts a Zero to Age Three Early Head-Start program and a Head-Start program that hosts thirty (30) age three (3) students and forty (40) age four (4) students.</li> <li>• The HMQ program "SPLASH" is used for Pre-Kindergarten instruction. Utilizing this program, students in our Pre-Kindergarten program participate in thematic instruction that covers pre-literacy skills, math, science, social studies, music, movement and art. Additionally they participate in the Waterford Early Learning program which is internet based, thus giving these students access to technology.</li> <li>• The Pre-K teacher participates in all school-wide professional development, and also participates in NYC professional</li> </ul>

development days.

- The building Literacy and Math Coaches support the Pre-Kindergarten Teacher with 1:1 professional development.

**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.

- On Thursdays, during common planning, teachers meet in grade level teams and in cross functional teams to review student data gathered from curriculum, state, and portfolio assessments, as well as running records.
- Teachers in grades K-5 administered the DRA2 as their MOSL assessment, and will progress monitor throughout the year using Reading A to Z running records.
- Grade level teams will work collaboratively to develop common performance tasks and writing units that are aligned to the NYC Instructional Materials Rubric.
- Teachers will participate in 'Learning Walks' to observe colleagues with implementation of Danielson Framework.
- Teachers will participate with inter-visitations with regard to the four (4) Key Practices of:
  - Differentiation
  - HOT Engagement
  - Explicit teaching
  - Giving actionable feedback to students.

**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)**

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. 152 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: send letters home, post information for parents on bulletin boards, collaborate with CBO's to deliver workshops to parents.

P.S. 152 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: parents will be active members in the Schools Leadership Team, the Parents Association will organize monthly meetings, and parents will be encouraged to participate in the Community Board Meetings which are facilitated at the Regional Level.

P.S. 152 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: All support staff will work together to effectively implement parent involvement activities. The following activities will be offered to parents who will reinforce information and skills presented to their children through the academic school year.

- Parent Workshops in Math, ELA and Strategies to address the needs of ELLs and SWDs.
- Training Opportunities
- Conflict Resolution & Mediation Activities.

P.S. 152 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies in collaboration with the Children's Aid Society (CAS). Workshops jointly offered by CAS and the PS 152M Parents Association include Childcare certification courses, ESL, Sewing, arts and crafts to promote cottage businesses and healthy cooking.

The PS 152M Parent Coordinator will focus on increasing parental involvement in the school by working closely with parents and community organizations. In an attempt to improve students' academic achievement and enhance parent involvement the following activities will be offered:

- Workshops and information will be provided to parents to help them understand school policies in accordance with Chancellors Regulations.
- Parent Coordinator will hold meetings to inform parents how monitor their child's progress, and how to work with educators (general education and Special education teachers as well as service providers)

- The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy, math, and technology training to enhance student achievement
  - The schools will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with, Balanced Literacy, Everyday Math.
  - In collaboration with the NYC Police Department the school will facilitate workshops such as Gang Reduction and Bullying.
  - The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, are sent to parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.
-

## Parent Involvement Policy (PIP)

2013-14 CEP Parent Involvement Policy (PIP) and School Parent Compact (SPC): PIP includes the word "template."

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;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. 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 the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, 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 (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend 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 or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards 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, e.g., Parent-Teacher Conferences;

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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.

**DBN: 06M152**

### **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	\$415,585.17	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	\$221,976.00	X	See action plan
Title III, Part A	Federal	\$27,092.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$3,118,433.00	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.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

**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 as well as reduced class-size, and/or push-in services.
  - 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.

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Dyckman Valley	DBN: 06M152
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 <input type="checkbox"/> Other: _____
Total # of ELLs to be served: 143 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 8 # of certified ESL/Bilingual teachers: 8 # of content area teachers: _____

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

The focus of our Title III program is to accelerate literacy through language development in the four modalities of listening, speaking, reading and writing.

The rationale is to accelerate literacy skills and content knowledge through language development by reading and writing in the content areas. Students will have the opportunity to demonstrate their comprehension of conversational language, synthesize information, comprehend passages in different genres, and respond verbally and in writing.

Students in grades 3 to 5 will participate in a Mid -Winter Saturday Academy on the following Saturdays: January 12 and 26; February 2 and 9; March 2, 9, and 16; April 6, 13, and 27; and May 4th. Students will participate for three hours each Saturday for eleven sessions as specified above.

Students will be selected for the program by using the Title III AMAOs 1 and 2 Status Estimator.

Students will be grouped according to the following criteria and data from AMAOs and NYSESLAT scores:

- Students in grades 3, 4, and 5 who are approaching or at the status of long term ELLs, and are making progress on the NYSESLAT.

- Students in grade 3, 4, and 5 who are not making progress in the NYSESLAT who are long term ELLs or approaching.

- All SIFE students.

- The language of instruction will be English at all times using ESL methodologies.

- Students in this program will receive instruction from; two certified ESL teachers and six certified bilingual teachers.

- In alignment with the Citywide Instructional Expectations (CIE) and the demands of the Common Core (CCS), the materials selected for this program include: non-fiction leveled texts across the content. Students will also be engaged in rigorous tasks focusing on building reading and comprehension skills. While reading grade level texts, students will cite evidence to make predictions/inferences, compare and contrast texts, identify main ideas, analyze themes, summarize key ideas, and explain how and why elements develop through texts. Additionally, students will engage in evaluating arguments and claims and respond to literature both orally and in writing. Students will produce written responses to rigorous tasks as per the CCS and CIE.

### Part B: Direct Instruction Supplemental Program Information

• Utilizing strategies from Success with English Language Learners by Virginia Pauline Rojas, teachers will use best practices and ESL strategies to scaffold instruction. Anchor texts along with NYSESLAT preparation materials from Continental Press Publishing, specifically the Empire State NYSESLAT series will be used across the grades.

### 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:

• In an effort to close the achievement gap and in response to our students' NYSESLAT results the key standards selected to be emphasized during Professional Development will be:

- Reading text closely to make sense of it, infer and cite evidence
- Producing clear writing that answers rigorous tasks

All teachers of ELL students in grades 3, 4, and 5 will receive training to enhance their pedagogy in the above CCS. The training will take place over a series of three 1 hour sessions throughout the program's timeframe.

Topics to be covered:

- Developing academic writing and reading skills
- Creating teacher materials to support writing and reading development
- Selecting appropriate strategies to meet the needs for all ELLs
- Using assessment to drive instruction and monitor student progress
- Using higher order thinking questioning and discussion techniques

Training will be provided by our building Literacy Coaches, Ms. Laya Ameri-Fernandez and Ms. Joana Hall.

### Part D: Parental Engagement Activities

**Part D: Parental Engagement Activities**

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

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

Begin description here:

In order to engage parents as partners, PS 152 will offer workshops and activities that will encourage and support active participation to promote the academic success of their children.

These workshops will be offered once a month; parents are invited to participate in workshops conducted by the ESL teachers, the Assistant Principal and Literacy Coaches. Each workshop will be presented to families in the workshop model of instruction and will be approximately 90 minutes long.

The topics that will be covered during these sessions will include:

- Concepts Your Kids Need to Know
- How to Support Your Children at Home in Developing Their Reading and Writing Language Skills
- Developing and Understanding the Components of the NYSESLAT
- How to Support Your Children at Home in Increasing Academic Achievement

Parents will be notified of these activities through translated letters and flyers that are sent home via student backpacks. These notifications will also be posted on the school bulletin board at the school's main entrance. The flyers will also be distributed by The Parents' Association during their monthly meetings. Additionally, the Parent Coordinator will actively encouraging parent to attend workshops.

**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</li> </ul>	_____	_____

**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.
development contracts.		
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>	_____	_____

# 2012-13 Comprehensive Education Plan (CEP)

## Title III Supplemental Program for ELLs

**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 as well as reduced class-size, and/or push-in services.
  - 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.

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Dyckman Valley	DBN: 06M152
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 <input type="checkbox"/> Other: _____
Total # of ELLs to be served: 90 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 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 6 # of certified ESL/Bilingual teachers: 6 # of content area teachers: 0

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Our rationale is to have students engage in rigorous tasks focusing on building English literacy skills to accelerate language skills and content knowledge. This rationale is aligned the our school's Instructional Focus; "Language development by reading and writing with a purpose across content areas", our Key Focus Standards which were identified by analysis of school assessment data, Citywide Instructional Expectations (CIE), as well as the demands of the Common Core (CCS).

Approximately one hundred (100) students will participate in a Mid-Winter Saturday ELL Academy. There will be six groups. New Arrival (NA) ELL Students in grades K – 5 who are in monolingual classes will be serviced in four (4) groups of 15 students and taught by four (4) certified bilingual (BL) teachers. ELLs with approaching or "Longterm" (LT) status in grades 2,3, 4, &5, will be serviced in two (2) groups of 18, and taught by two (2) certified ESL teachers. Teacher group assignments are: NA Group 1 = 15 Kindergarten students with BL Teacher, NA Group 2= 6 Kindergarten & 9 first grade students with BL teacher, NA Group 3 = 5 first grade and 10 second grade students with BL Teacher, NA Group 4 = 5 third grade, 5 fourth grade, 5 fifth grade students with BL Teacher, LT Group 5 = 8 second grade and 10 third grade with ESL teacher, LT Group 6 = 6 third grade, 6 fourth grade, and 6 fifth grade students with ESL teacher.

The Academy will focus on language ability, as evidenced by the NYSESLAT and teacher assessment. Instructional groupings will be done by using the Title III AMAOs 1 and 2 Status Estimator.

The duration of the Mid-Winter Saturday ELL Academy will be for thirteen Saturdays: January 17, 24, 31, February 7, 28, March 7, 14, 21, 28, April 9, 28, May 2, 9. Each session will be four hours, from 8:30AM - 12:30PM.

The language of instruction will be English using ESL methodologies.

Students in this program will receive instruction from; six certified ESL and/or certified bilingual teachers.

The materials selected include: non-fiction leveled texts across the content in addition to a program called "Camp-I Can Do" which will be utilized by the new arrival pupils.

## Part C: Professional Development

### 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:

The rationale for our Professional Development (PD) is to engage staff in methods to close the achievement gap identified by our students' NYSESLAT results, our Key Focus Standards, and the school's Instructional Focus.

All teachers of ELLs across the building will receive the PD delineated below.

The schedule and duration for this PD session are: on January 5th, February 9th and March 9th, training will take place after school, in one hour sessions facilitated by school building personnel. In an ongoing 6 week cycle, during professional development "80 minute Monday" sessions, the Network ELL Specialist assigned to the school will conduct a series of Professional Development workshops.

Topics to be covered will include: how to use NYSESLAT scores and student writing to effectively drive instruction for ELL students, using SIOP strategies, selecting appropriate strategies to meet the needs for all ELLs, developing language objectives, methods for students to be able to demonstrate their comprehension of conversational language, synthesize information, comprehend passages in different genres, and respond verbally and in writing.

The professional development will be provided by the building Literacy Coach, Laya Ameri-Fernandez, turn-keying by the building's grade leaders, and the ELL Network Specialist Yazmin Torres.

### 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:

The Rationale of our Parent Engagement Activities is engage parents and families in every aspect of school life by creating a culture of collaborative learning with the school's families to support both their children's and their own English language acquisition.

From September 2014 through June 2015, workshops and activities that encourage and support active

**Part D: Parental Engagement Activities**

participation to promote academic success are offered school-wide, multiple times each week. In cycles, inviting families, either by class or grade, the building instructional coaches offer at minimum one hour workshops.

Topics covered in these sessions/workshops include: unpacking the CCS, helping students to reinforce the skills learned at school, technology at home, homework help, understanding child development, grade appropriate tasks, understanding curricula (ELA & Math), school programs for ELLs, understanding NYS Assessments, reinforcing academic and domain specific vocabulary. Additionally, our building CBO, The Children’s Aide Society offers both Fall and Spring cycles of “Mind in the Making” workshops that focus on child development and parenting in both English and Spanish. Each cycle is made up of 8 weekly, 2½ hour workshops. Our Parent Association also hosts ongoing weekly, 1 hour parent classes in Math through Jewelry Making and Cooking and an ESL course meets for 4 hours each Tuesday and Friday from October through December 2014 and again from February through May 2015. Our parent classes in ESL use the same methodologies as those which are employed for our ELL students. In addition to advancing the language acquisition skills of our parents, this course will provide our students’ parents with skills to help their own children. These classes take place on the following dates:

October 28, 31, November 7,18, 21,24, December 2,5, 9, 12, 16, 19, February 3, 6, 9, 13, March 3, 6, 10, 13, 17, 20, 24, 27, 31, April 14, 17, 21, 24, 28, May 1, 5, 8.

The workshops and activities offered to parents and families are provided by, the building Instructional Coaches, Laya Ameri-Fernandez & Inaya Assal, our Children’s Aid Partners, Myrna Torres et al, our PA President Yulemny Colombo, the Parent Coordinator, Viviana Ramirez, and other invited providers including the Representatives from the Cornell University Extension.

Families are notified by back-packed flyers, phone calls that include robo-calls from Instant Messengers, Parent Association Meetings, and Parent Coordinator outreach.

**Part E: Budget**

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

Allocation Amount: \$27092

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>	_____	_____

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

Allocation Amount: \$27092

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
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: **06M152** School Name: **PS 152M (06M152)**

Cluster: **5** Network: **532**

**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.

The school determines the primary language spoken by each parent by administering the Home Language Identification Survey.

- These results are recorded on ATS by the school secretary.

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.

- Our findings show that 90% of parents speak Spanish.
- All written communication will need to be translated into Spanish.
- An interpreter or other method of translation will be needed at all PTA meetings, SLT meeting, Parent-Teacher Conferences, curriculum meetings and parent workshops.

## 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.

- Most of our school members speak a second language such as; Spanish, Mandarin or Arabic At least 75% of our staff speaks Spanish which is the dominant language of most ELL parents in our school.
- Our staff members routinely translate all written communications that go out to parents. Nothing goes out without a translation.
- School aids, para-professionals, the parent coordinator and cluster teachers are assigned to classrooms during curriculum day/parentteacher conferences and meetings as per language translation needs

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.

- . At PS 152 , we contract an outside service in order to provide simultaneous translation for our students' parents. This is especially necessary at SLT meetings.

3.

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>.

- All DOE documents containing critical information regarding their child's education, limited to: registration, application, and selection; standards and performance, report card; conduct, safety, and discipline; special education and related services; transfers and discharges.
- Translation and Interpretation Unit documents are used where ever applicable & available
- Dedicated office staff handle routine school written announcements and communications sent out
- All student specific critical documents are given in translated versions where needed
- A copy of the Bill of Parent Rights and Responsibilities which rights regarding translation and interpretation services & translated versions of this document, in the covered languages, are made visible and available to all staff and parents

- Our school posts in a conspicuous locations at or near the primary entrances signs in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services.
- Minor students do not provide translation services.