

**2014-15  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**DBN: (i.e. 01M001):**                   **75X168**

**School Name:**                       **P168X**

**Principal:**                           **MAUREEN FULLERTON**

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: \_\_\_\_\_ School Number (DBN): 75X168  
School Type: \_\_\_\_\_ Grades Served: Pre-K - 12  
School Address: 339 Morris Avenue, Bronx, NY 10451  
Phone Number: 718-585-2100 Fax: \_\_\_\_\_  
School Contact Person: Maureen Fullerton Email Address: [mfuller@schools.nyc.gov](mailto:mfuller@schools.nyc.gov)  
Principal: Maureen Fullerton  
UFT Chapter Leader: David Doorga  
Parents' Association President: Rufina Maria  
SLT Chairperson: Kristen Schwartz  
Student Representative(s): \_\_\_\_\_

**District Information**

District: 75 Superintendent: Gary Hecht  
Superintendent's Office Address: 400 First Avenue, NY, NY 10010  
Superintendent's Email Address: [ghecht@schools.nyc.gov](mailto:ghecht@schools.nyc.gov)  
Phone Number: (212) 802-1501 Fax: (212) 802-1678

**Cluster and Network Information**

Cluster Number: \_\_\_\_\_ Cluster Leader: \_\_\_\_\_  
Network Number: 752 Network Leader: Kathleen LeFevre

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

**Directions:**

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Maureen Fullerton	*Principal or Designee	
David Doorga	*UFT Chapter Leader or Designee	
Rufina Maria	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Gwen Dunlap-Garcia	Member/ Assistant Principal	
Roy Bono	Member/ School Psychologist	
Kristen Schwartz	Member/ Teacher	
Antionette Bennet	Member/ PTA Secretary, Parent	
Sonia Dixon	Member/ PTA Treasurer, Parent	
	Member/	

\*\*Signature of constituent only indicates consultation in the development of the CEP, not approval.

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	<b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	<b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

## **The Quality Review and the Capacity Framework**

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

### **NYCDOE's Quality Review (QR)**

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### **Next Steps for CEP Development**

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

#### Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

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At P168X, we believe that we are all lifelong learners. We will work to develop students academically, socially, and emotionally to become active participants in their community. We are committed to providing a safe environment where all stakeholders collaborate to foster independence for all. As a school, our strength is that we use a rigorous curriculum that provides all students – Standardized and Alternate assessment – access to the Common Core Learning Standards.

In order to support this strength and move our students forward, our Instructional Focus is for students to engage in activities that are both cognitively challenging and accessible. Teachers' planning will strategically provide opportunities for independent practice and instructional supports during lessons, with the aim of building students' persistence through new or challenging tasks.

During the 2013-2014 school year, P168X focused on developing a Positive Behavior Intervention System (PBIS) for standardized assessment students at MS203. The PBIS Team focused on developing a system of motivating rewards and clear consequences to promote a positive school community and support students in managing and monitoring their behavior.

As a school, a challenge that we have identified is increasing parental involvement in order to successfully partner with families and support expectations. In order to support this goal, we are a Partner School in the Learning Partners Program for the 2014-2015 school year. Through this program, we are working to support parental involvement with our Host School and the other Partner School.

## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

1.	Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2.	Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
•	<b>Strengths</b> <ul style="list-style-type: none"> <li>○ Standardized assessment students participate in rigorous curriculum aligned to Common Core Learning Standards from Engage NY.</li> <li>○ Teachers meet collaboratively to plan lessons with scaffolds to meet diverse population.</li> <li>○ Alternate assessment teachers use SANDI, a CCLS aligned assessment.</li> <li>○ Alternate assessment students participate in CCLS aligned performance tasks from District 75 Modules.</li> </ul>
•	<b>Needs</b> <ul style="list-style-type: none"> <li>○ Effective data driven instruction to meet IEP goals.</li> <li>○ Teachers need to increase practices that relate to problem solving and perseverance by planning lesson that provide adequate support for student to complete the task independently.</li> <li>○ Students need to develop strategies for approaching tasks that are cognitively challenging.</li> </ul>

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, teachers will increase student engagement through cognitively challenging tasks as measured by an increase in 3c ratings on Danielson’s Framework for Teaching

By June 2015, teachers will increase student engagement through cognitively challenging tasks as measured by an increase in 3c ratings on Danielson’s Framework for Teaching.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>			
Teachers will participate in multiple District 75 professional development sessions to support best practices in supporting	All teachers	September 2014 –	Administrators

SWDs. Teachers will turn-key new learning to their Teacher Teams and administrators. Teacher team meetings with data driven inquiry cycles that examine student data/work and teacher practice with a focus on student engagement. Teacher teams examine curriculum to scaffold additional supports to increase student engagement.		June 2015	
Monthly professional learning book club to support best practices in engaging students with SWDs in cognitively challenging tasks.	Teachers, paraprofessionals	September 2014 – June 2015	Teachers Instructional Coaches Administrators
Monthly newsletters to parents outlining upcoming units of study and questions to ask about that unit of study.	All teachers Parents	January 2015 – June 2015	All Teachers Administrators Parent Coordinator
Weekly Newsletter highlighting teachers and paraprofessionals who are using effective strategies that engage the students. Inter-visitation schedule with a focus helping colleagues improve instructional practices.	All Stakeholders	January 2015 – June 2015	Teachers Paraprofessionals Instructional Coaches Administrators

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Instructional coaches
- District 75 Professional Development
- Block schedule for ELA and Math
- Professional Texts for book club

#### **Part 5 – Budget and Resource Alignment**

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

x	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
Model Teachers Funding									
Learning Partners Funding									
Core Curriculum Funding									

#### **Part 6 – Progress Monitoring**

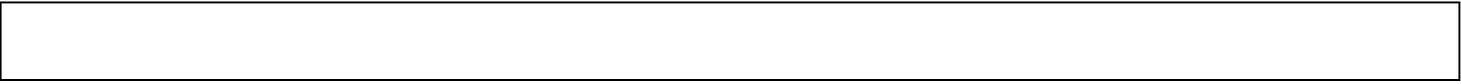
**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, administrators will have observed each teacher at least two times and rated teachers in 3c. Administrative cabinet will meet to examine teacher performance data on the Danielson component of 3c.

**Part 6b.** Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				



## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

- |    |   |
|----|---|
| 3. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 4. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

- |           |   |
|-----------|---|
| Strengths | <ul style="list-style-type: none"> <li>• Rigorous curriculum and implementation of PBIS program to support school culture</li> <li>• Motivating rewards for PBIS system</li> <li>• Clear consequences for students around the school community</li> </ul> |
| Needs     | <ul style="list-style-type: none"> <li>• Consistently and objectively incorporating PBIS</li> <li>• Meaningful PBIS for alternate assessment students</li> </ul>  |

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
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By June 2015, there will be a 25% increase in positive behaviors exhibited by students, as evidenced by analysis of student daily points and movement of students to higher levels in the school’s positive behavior support system.
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### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
School-Wide Implementation of a Positive Behavior System for all students. The PBIS system has been adapted to meet the instructional needs of Alternate Assessment Students. Monthly meeting to monitor PBIS effectiveness through student behavioral data in order to make adjustments to meet the needs of students.	All Sites	Monthly, September – June	PBIS Team Administrators
Case conferences about students with patterns of persistent behavior difficulties, identified by teachers and related service providers Saturday Academies which sponsor activities for ELL students and their parents (Spring 2015)	All Sites	Weekly as needed, September – June	Administrators Classroom teachers Related Service Providers Instructional Coaches

			ESL Teachers
Information about the school's behavior system is sent home to parents Certificates recognizing positive behavior supports are sent home to families of students	All sites Parents	Ongoing	All Stakeholders
Monthly school spirit rallies, spirit days Motivating rewards system, school store, Fun Friday	203	Monthly, Sept - June 2015	All Stakeholders

#### Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- PBIS Team across sites
- Items for school store
- Snacks for Bonus Tickets
- Schedule adjustments to allow Positive Behavior team members to meet regularly
- Activities for Fun Friday
- Title III resources to support Saturday Academies

#### Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy		Title I Basic		Title IIA	x	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

#### Part 6 – Progress Monitoring

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By January 2015, PBIS team will analyze behavioral data and compare data to 2013-2014 school year to determine whether or not there is an increase in positive behaviors.

**Part 6b.** Complete in **February 2015**.

11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
12.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

- |     |   |
|-----|---|
| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

#### Strengths

- Teachers attend District 75 Professional Development based on needs and interest
- Classroom teachers meet weekly for collaborative planning

#### Needs

- Teachers use similar data to plan instructional supports and scaffolding for students
- Teachers will use highly structured protocols to help guide inquiry and planning
- Teachers have indicated a need to be able to connect their collaborative planning and inquiry work to the classroom practices implemented by their colleagues

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all classroom teachers will have completed a schedule of inter-visitations as part of the data inquiry process in order to improve their practice across components of the Danielson Framework 3b and 3c as evidenced by Advance data analysis.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
Implement a standardized Common Planning protocol so that teachers systematically examine student assessment, co-plan, conduct inter-visitations, look at student work/data and surface reasons for gaps in student performance. Provide schedules that allow for team meeting and inter-visitations.	Teacher Teams	November 2014 – June 2015	Teacher Teams Administrators Instructional Coaches
Inter-visitations across school sites to ensure coherence.	Model Teachers	December 2014 –	All stakeholders

	All Teachers	June 2015	
Teachers and related service providers meet with parent to discuss progress toward IEP goals in addition to progress reports being sent home quarterly.	Teachers Related Service Providers Parents	December 2014 – June 2015	Teachers Related Service Providers
Teacher share fair to be sponsored in the spring 2015 so teachers can highlight the work of their teams.	All Teacher teams	Sept-June 2015	Coaches and administration

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Instructional Coaches
- Schedule adjustments for Teacher inter-visitations

**Part 5 – Budget and Resource Alignment**

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

x	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
20. Specify a timeframe for mid-point progress monitoring activities.

February 2015, Administrators and Instructional Coaches will meet to review common planning binders that include data capture sheets and agendas and assess progress on Advance.

**Part 6b.** Complete in **February 2015.**

- |     |  |  |     |  |    |
|-----|--|--|-----|--|----|
| 21. | Did the school meet the mid-point benchmark(s) in the timeframe specified?                                     |  | Yes |  | No |
| 22. | If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? |  |     |  |    |

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### Part 1 – Needs Assessment

23.	Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
24.	Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
<b>Strength</b>	
<ul style="list-style-type: none"> <li>• Principal plans and delivers professional development to teachers and paraprofessionals on a regular basis</li> <li>• Teachers choose and attend District 75 Professional Development</li> <li>• Frequent observations with actionable next steps by administrators</li> <li>• Instructional Coaches support teacher development</li> <li>• Teacher Teams meet for Common Planning to collaborate</li> </ul>	
<b>Need</b>	
<ul style="list-style-type: none"> <li>• Improved systems for communication across sites</li> <li>• High expectations for literacy learning clearly communicated</li> </ul>	

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015, school leadership will implement structures and align resources focused on high expectations for literacy learning to promote a shared vision of high expectations and positive culture, with clear goals communicated to students, teachers and parents, as evidenced by an increase in student performance in literacy and communication, an increase in collaborative teacher work and partnerships with other schools through the Learning Partners Program.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
Weekly Newsletter to Staff. Common Planning and Schedule of teacher inter-visitations. Expectations checklist aligned to best practices in literacy. Use of ELA data to group students for guided reading.	All staff	Ongoing, Weekly	Principal

Identified staff members participate in the learning partners program and share best practices with school community.			
Professional development. Focus on using data for students with disabilities through our collaboration with learning partners.	All staff	Ongoing, Weekly	Principal
Newsletter outlining curriculum and questions based on the curriculum. Parent Workshop about curriculum and student outcomes related to literacy.	All staff	December 2014	Principal Assistant Principals Instructional Coaches
Provided a protocol for inter-visitations that allow for non-evaluative inferences so that staff feel safe in sharing literacy practices.	Teacher Teams Model Teachers	Ongoing	Principal Assistant Principals Instructional Coaches

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Schedule changes for inter-visitations Protocols for inter-visitations Instructional Coaches Model Teachers

#### **Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
Model Teachers Funding Learning Partners Funding Core Curriculum Funding									

#### **Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
30. Specify a timeframe for mid-point progress monitoring activities.				
February 2015, Administrators and Instructional Coaches will meet to review common planning binders that include data capture sheets and agendas. Administration will meet to review teacher progress on Advance. Learning Partners Program team will meet to assess progress on Learning Partner Program goals.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
32.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

- |     |   |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

#### Strengths

- Rigorous curriculum to support student performance toward CCLS
- 

#### Needs

- Increased parent engagement leading to a successful partnership to support students academically, socially, and emotionally
- Parent meetings focused on the needs and wants of parents at P168X
- Increased parent understanding of curriculum and tasks

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, there will be an increase in the number of parents who participate in P168X high interest parent meetings that include a focus on how to look at student outcomes and data, as measured by a 10% increase in parent participation.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
Parent Needs Assessment to determine the interests of the families in the school community and inform planning of events, fundraisers, and resources Conduct parent meetings based on the Needs Assessment. Each site has a staff point person and parent liaison to promote attendance at meetings	All parents	December 2014	Principal Assistant Principals Family Worker Related Service Providers Parent Coordinator

Parent meetings provided by related service provide on how to incorporate strategies into home life based on the IEP. Teachers use a communication log to keep parents informed on daily and weekly progress toward IEP goals.	All parents	Ongoing	Administrators Family Worker Site Point Person Parent Coordinator PTA President Related Service Providers
Sponsor a community resource fair in the Spring of 2015 where families are provided information from community organizations that can help meet their needs.	All parents	Ongoing, monthly	PTA President Parent Coordinator Ms. Loukatos SLT Members
Staff volunteers to participate in community resource fair to ensure partnerships with families.	All parents	Ongoing	Principal Assistant Principal Parent Coordinator SLT Members Staff volunteers

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Parent Coordinator
- PTA President and members
- Staff Point Person at each site
- Related Service Providers and Teachers (facilitate workshops)
- Family Worker
- Provide breakfast/lunch at meetings
- Provide transportation and childcare for parents
- Schedule adjustments to accommodate all hours

#### **Part 5 – Budget and Resource Alignment**

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

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

#### **Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

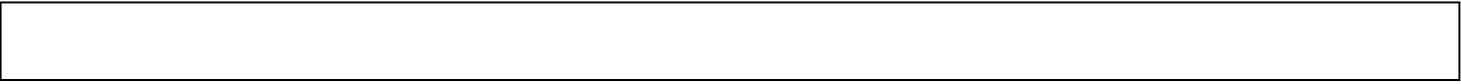
39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

40. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, P168X will hold four parent meetings focused on how to look at student outcomes and data with a 10% increase in parent participation.

**Part 6b.** Complete in **February 2015.**

41. Did the school meet the mid-point benchmark(s) in the timeframe specified?	Yes	No
42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?		



## Section 6: Academic Intervention Services (AIS)

*(Required for All Schools)*

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
<b>English Language Arts (ELA)</b>	Students with reading levels two or more grade levels below chronological grade level	Guided Reading instruction with a focus on reading comprehension along with close reading strategies Fountas and Pinnell Leveled Literacy Intervention SMiLE Program (Alternate Assessment students)	Small group One-to-one	During the school day After school
<b>Mathematics</b>	Students with assessed math skill levels two or more grade levels below chronological grade level	Grade specific skills/strategies along with Common Core test taking strategies Equals Math (Alternate assessment students)	Small group One-to-one	During the school day After school
<b>Science</b>	Students performing below level on NYS Science Exam	Guided Reading instruction with a focus on reading comprehension of informational texts and content specific vocabulary	Small group	During the school day After school
<b>Social Studies</b>	Students with reading levels two or more grade levels below chronological grade level	Guided Reading instruction with a focus on reading comprehension informational texts and content specific vocabulary	Small group	During the school day After school
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students with services on IEP Students identified by teachers or related service providers	Counselors provide crisis intervention sessions along with weekly mandated IEP counseling services	Small group or one-to-one depending on the needs of the individual student	During the school day After school



## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>	<b>X</b>	<b>Non-Title I</b>
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### Part 2: All Title I Schools

#### 2a. Highly Qualified Teachers (HQT)

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

#### 2b. 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).

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

#### 3b. TA Coordination with the Regular Program

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

### Part 4: SWP Schools Only

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

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

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

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

**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 (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<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			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

**<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.

## Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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### Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **P168X**, 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 the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **P168X** 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 the school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, 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;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

### School-Parent Compact (SPC) Template

P168X, 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the 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.



**Division of Specialized Instruction and Student Support  
Office of English Language Learners**

Claudia Aguirre, Chief Executive Officer  
52 Chambers Street, Room 209  
New York, New York 10007  
Phone: 212-374-6072

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

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

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

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs 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 or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by September 30, 2014.

Part A: School Information	
Name of School: The Success Express	DBN: 75x168
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" 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: 18
Grades to be served by this program (check all that apply):
<input 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 checked="" 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: 2
# of certified ESL/Bilingual teachers: 2
# 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: We are continuing our program in the Spring term, in order to avoid cancellations or transportation difficulties for participants due to inclement weather. The dates of the program will be late April, 2015 through June, 2015. At P.168X we currently have 101 ELLs, 80 students are alternate assessment and 21 students are in standardized assessment classes. 71 of our English Language Learners have a native language of Spanish, three with a home language of Bengali and two with a home language of Urdu and four students with each of the following home languages: Chinese, Hungarian, Fulani and Wolof. Of the 80 students in alternate assessment, 33 are in 12:1:1 classes, 31 students are in 6:1:1 AU classes and 10 students are in 12:1:4 multiply handicapped classes and 6 in 8:1:1. Of the 21 students in standardized assessment 4 students are in an 8:1:1 class, 12 students are in 12:1:1 ED classes, 1 student in 6:1:1 and 4 students are in an 8:1:4 inclusion program. Title III funds will be used to fund a "Saturday Learning Academy" for 18 ELL students with disabilities and their parents. ELLs in the Saturday Learning Academy will be instructed in one 12:1:1 class and one 6:1:1 class. We invite these students based on their performance on the 2014 NYSESLAT - all students are at the beginner level. The student and parent program will be linked to ensure the greatest success for all those involved. The program will be held on seven consecutive Saturdays excluding holidays and will run from 10:00 AM to 2:00 PM. We will spend the four hours on the weekly trip with the parents and the students. The program will focus on strengthening performance in core academic subject areas including English Language Arts, Science and Social Studies. The Title III instructional program will begin in April 2015, ending in June 2015, and will consist of a series of trips through the New York metro area with a culminating collaborative project. This project will be a photo book that will highlight each family's experience during the program. Throughout the Saturday Learning Academy, parents will work alongside their children on specialized activities that will afford parents an opportunity to help their youngsters build their listening, speaking, reading, and writing skills in English in content areas in the field. Title III funds will be used to purchase digital cameras that can be used throughout the program. Parents and students will use the cameras to record the experience of each trip and create a photo journal with details about each site and their personal experiences there. The seventhth and last Saturday of the Learning Academy will be focused on allowing the parent and their child to create a photo book using Shutterfly.com. Parents and students will work together to generate text based on the experiences. We will explore the history, the cultures and the natural environment of New York City to incorporate science and social studies into the ESL curriculum. Visits will consist of trips to the National Museum of the American Indian, American Museum of Natural History, the Queens Zoo, the New York Botanical Gardens, Wave Hill and the Intrepid. During each 4 hour session of the academy, students will receive direct instruction to support their language needs through content area studies. The program and instruction will be aligned to New York State Bilingual Progressions, which concentrate on building and developing social and academic language and align with Common Core Learning standards. Additionally, instruction will be aligned with the New York State Art Learning Standards 3 Responding to and Analyzing Works of Art and 4 Understanding the Cultural Dimensions and Contributions of the Arts. Once we determine the actual students who elect to participate in our program, we will incorporate the Common Core Learning Standards for the appropriate grades for English Language Arts, Science and Social Studies. Our ELLs have deficiencies in all aspects of language and each session will promote holistic language learning in listening, speaking, reading, and writing. The

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### Part C: Professional Development

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

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

Begin description here: We will use Title III funds to pay for professional development (study group) on 7 Saturdays for the assistant principal, two teachers and the paraprofessionals working the Saturday Academy. The PD study groups will meet for 1 hour prior to the start of each session of the "Saturday Learning Academy" for a total of 7 weeks, from 9:00 – 10:00. The dates of the study group are concurrent with the Saturday program. Mark Ferguson, one of the ESL teachers for the Saturday Academy, will plan and lead the study group. The rationale for the study group is for the Title III educators to work collaboratively to develop strategies and techniques that can be expanded to the entire ELL population at P168X. This year the study group will focus on the text "Persuasion Across Time and Space" Analyzing and Producing Persuasive Texts by Aida Walqui. Each week we will focus on a different section of the book. Topics will include teaching persuasive texts, persuasion in visual, print and multimodal forms, language acquisition as an individual process, pre-teaching content, and Role Play as a tool for teaching persuasive techniques. Each member of the study group will be provided with a copy of each section and will be responsible for reading them prior to the next session.

### 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.

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**Part D: Parental Engagement Activities**

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- name of provider
- how parents will be notified of these activities

Begin description here: ERIC Digest’s article on “Parent Involvement and The Education of Limited English Proficient Students” ((2009) recognizes the growing body of research that illustrates the importance of parent involvement and of giving parents concrete skills to support their children’s learning at home. The article cites studies demonstrating that parent involvement leads to greater academic gains in ELLs. Learning to Learn in a Second Language by Pauline Gibbons states that schools that are supportive of ELLs will incorporate parent involvement and incorporate language learning in all areas of the curriculum. The parent component will have a dual focus; the first will be to help parents to develop an understanding of grade level expectations in core content areas and give them examples of ways to enrich their children’s learning in these respective content areas. The second piece will be exposing parents to city wide resources for enhancing their children’s educational experiences by working in collaboration with various museums and cultural institutions across the city. Both aspects of the program will prepare parents to help their children in the acquisition of the English language. Throughout the Saturday Learning Academy, parents will work alongside their children on specialized activities that will afford parents an opportunity to help their youngsters build their listening, speaking, reading, and writing skills in English in content areas in the field. Parents will use digital media to record the experience of each trip and create a photo journal with details about each site and their personal experiences there. The final Saturday of the program will be dedicated to each parent working with their child to plan, design and produce their individual photo book. Parents and students will work together to generate text based on the experiences in order to enrich classroom learning, and foster curiosity, creativity, and critical thinking. The program is designed to engage students of diverse backgrounds, interests and abilities while fulfilling Common Core Learning Standards and adhering to the Blueprint for Teaching and Learning in Visual Arts. Parents and students will explore original works of art through inquiry-based discussion and activities facilitated by museum educators. As an incentive for parent participation, we will purchase movie tickets that will be raffled off each week of the academy for the first 6 weeks. Additionally, we will raffle of a \$100 giftcard at the culmination of the program so that parents can purchase educational materials to be used with their children. We will continue the raffle we started in previous years because it has served to increase interest in the Saturday Academy. In order to notify the parents of ELLs, of the Title III program and of CR Part 154 services for ELLs during the school day, we will conduct a parent orientation in collaboration with the parent coordinator during parent teacher conferences. In addition, we will also be sending a Title III letter in English and Spanish to inform them of the Saturday Academy program with the dates and places we will be visiting. We will have various staff members available to provide oral interpretation and written translation services to any parents who may require them and who will provide follow up phone calls to the families to inform them about the program.

**Part E: Budget**

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

Allocation Amount: \$13984

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
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<p>Professional salaries (schools must account for fringe benefits)</p> <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	<p>\$8,434.65</p>	<p>Instructional Saturday Program:</p> <p>2 ESL teachers x 7 Saturdays X 4 hours each Saturday x \$50.50 per session rate = \$2,828.00</p> <p>3 Paraprofessionals x 7 Saturdays x 4 hours each Saturday x \$29.05 per session rate =\$2,440.20</p> <p>1 Supervisor x 7 Saturdays x 4 hours each Saturday x \$52.84 per session rate = \$1,479.52</p> <p>Professional Development:</p> <p>2 teachers x 7 Saturdays x 1 hour per day x \$50.50 for study groups = total \$707.00</p> <p>3 Paraprofessionals x 7 Saturdays x 1 hour each Saturday x \$29.05 per session rate =\$ 610.05</p> <p>1 Supervisor x 7 Saturdays x 1 hour each Saturday x \$52.84 per session rate = \$369.88</p>
<p>Purchased services</p> <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	<p>_____</p>	<p>_____</p>
<p>Supplies and materials</p> <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> </ul>	<p>\$3,417.35</p>	<p>Digital Camera@ \$149.99 each X 10 = \$1,499.00</p> <p>Shutterfly Photo Book @16.49 X18 students =\$296.82</p> <p>4 Ipad Mini for followup in ESL</p>

**Part E: Budget**

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Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"> <li>Must be clearly listed.</li> </ul>		classroom@\$350=\$1,400  Paper and laminating supplies - \$50  Books for Instruction of TIII Program:  This is New York by Miroslav Sasek for \$12.56  Subway by Christop Nieman \$12.49  The Cricket in Times Square by George Selden \$15.14  New York City History for Kids by Richard Panchyk \$12.96  A Walk in New York by Salvatore Rubbino \$12.49  A Subway for New York by David Weitzman \$39.95  Wild Lives: A History of People & Animals of the Bronx Zoo by Kathleen Zoehfeld \$8.99  Pale Male: Citizen Hawk of New York by Janet Schulman \$12.99  Side by Side 1 Activity Workbook: \$17.89  Side by Side Student Book 1 \$26.07
Educational Software (Object Code 199)	_____	_____
Travel	\$1260	Instructional Saturday Program/Travel for Students:  Metrocards for students for travel to

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Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		Museums on 7 Saturdays @5.00 X 18 = \$630  Parental Involvement/Travel for Parents:  Metrocards for parents for travel to Museums on 7 Saturdays @5.00 X 18 = \$630
Other	\$872	Admissions to Queens Zoo: \$8 for adults X 18 = \$144, \$5 for children X 18 = \$90  Admissions to Botanical Gardens: \$13 for adults X 18 = \$234, \$3 for children X 18 = \$54  Giftcard for Raffle: \$100  Refreshments for parents: \$250.00
<b>TOTAL</b>	<b>\$13,984</b>	<b>\$13,984</b>

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

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

DBN: **75X168** School Name: **The Success Express**

Cluster: \_\_\_\_\_ Network: **2**

**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.

P168X has bilingual staff (English/ Spanish, English/ Korean, English/ Nigerian, English/ Russian and English/ Filipino) including the Assistant Principals, the parent coordinator, the family worker, four bilingual teachers (licensed), and numerous other teachers, paraprofessionals and school aides from Spanish- speaking descent. We use the home language survey to assess the language and interpretation needs of our parents. Our teachers correspond verbally and in writing with their bilingual parents in their native language. The parent coordinator also offers workshops throughout the year that address parents' area of concerns such as support systems and services for ELLs. In addition, he is always available to speak to parents via cell phone and in person. He keeps in contact with parents on a regular basis.

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.

P168X translates all letters and communications to Spanish as we want our parents to be well informed. We currently have 67 Spanish speaking ELL's and we provide translation services for all their parents as needed. For parents that speak languages other than Spanish we use the NYCDOE translation unit to translate documents and letters that are distributed by the school. We are helping the home/school community by providing parents with information in their native language. As part of one of the Chancellor's initiatives, a translator will be present during our afternoon and evening Parent/ Teacher Conference sessions for those parents who required assistance in communicating with school personnel.

## 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.

Parent letters/ notices are translated into native language (Spanish) by school personnel and distributed to parents in a timely manner. Additionally, we use the translation and interpretation unit to translate critical communications in the form of letters, notices, flyers, consent forms and/ or the parent handbook. The parent coordinator also uses the DOE translation and interpretation unit for the school newsletter. When using the translation and interpretation unit we follow up via email to ensure that we receive the documents in a timely fashion. Parents are also offered the assistance of an interpreter for parent-teacher conferences, IEP reviews, performance updates, and health issues. In the event that we encounter a parent that speaks a language that we do not have an in-house interpreter, we will use the NYCDOE Translation and Interpretation Unit. Parents who require their child's IEP translated will be provided with a copy in their native language. Translation of IEPs are completed by the translation unit of the DOE.

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.

Bilingual school personnel are always available to provide oral interpretation services for those parents who are not fluent in the English language. P168X's bilingual administrators and staff are also available to provide oral interpretation. Oral translation services will be provided by in-house personnel because we have staff that are able to do so. In the event that a parent requires translation services in a language not spoken by staff, then we will enlist the assistance of an outside contractor to satisfy the translation needs and ensure that the parents are given the services that they require.

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>.

The school provides parents with bilingual translation of critical documents such as those pertaining to a child's health, safety, legal or disciplinary matters such as the Citywide Standards of Discipline and Intervention Measures, programs and services for special education students, permission slips and consent forms, as described in Chancellor's Regulation A-663. P168X also provides school signage in all eight languages that are provided on the DOE website. Parents who may need additional assistance are also provided with verbal translation of the above mentioned critical documents by bilingual school personnel. P168X's intake process is conducted in English or in Spanish, depending on the needs of the parent. In the event that the parents speak a language other than English or Spanish we provide them with a translator from the translation and interpretation unit. The Home-Language Survey helps the school in determining which parents require bilingual assistance.



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

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

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs 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 or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by September 30, 2014.

Part A: School Information	
Name of School: The Success Express	DBN: 75x168
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" 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: 18 Grades to be served by this program (check all that apply): <input 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 checked="" 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: 2 # of certified ESL/Bilingual teachers: 2 # 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

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**Part E: Budget**

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

Allocation Amount: \$13984

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
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<p>Professional salaries (schools must account for fringe benefits)</p> <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	<p>\$8,434.65</p>	<p>Instructional Saturday Program:</p> <p>2 ESL teachers x 7 Saturdays X 4 hours each Saturday x \$50.50 per session rate = \$2,828.00</p> <p>3 Paraprofessionals x 7 Saturdays x 4 hours each Saturday x \$29.05 per session rate = \$2,440.20</p> <p>1 Supervisor x 7 Saturdays x 4 hours each Saturday x \$52.84 per session rate = \$1,479.52</p> <p>Professional Development:</p> <p>2 teachers x 7 Saturdays x 1 hour per day x \$50.50 for study groups = total \$707.00</p> <p>3 Paraprofessionals x 7 Saturdays x 1 hour each Saturday x \$29.05 per session rate = \$ 610.05</p> <p>1 Supervisor x 7 Saturdays x 1 hour each Saturday x \$52.84 per session rate = \$369.88</p>
<p>Purchased services</p> <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	<p>_____</p>	<p>_____</p>
<p>Supplies and materials</p> <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> </ul>	<p>\$3,417.35</p>	<p>Digital Camera@ \$149.99 each X 10 = \$1,499.00</p> <p>Shutterfly Photo Book @16.49 X18 students = \$296.82</p> <p>4 Ipad Mini for followup in ESL</p>

**Part E: Budget**

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

Allocation Amount: \$13984

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"> <li>Must be clearly listed.</li> </ul>		classroom@\$350=\$1,400  Paper and laminating supplies - \$50  Books for Instruction of TIII Program:  This is New York by Miroslav Sasek for \$12.56  Subway by Christop Nieman \$12.49  The Cricket in Times Square by George Selden \$15.14  New York City History for Kids by Richard Panchyk \$12.96  A Walk in New York by Salvatore Rubbino \$12.49  A Subway for New York by David Weitzman \$39.95  Wild Lives: A History of People & Animals of the Bronx Zoo by Kathleen Zoehfeld \$8.99  Pale Male: Citizen Hawk of New York by Janet Schulman \$12.99  Side by Side 1 Activity Workbook: \$17.89  Side by Side Student Book 1 \$26.07
Educational Software (Object Code 199)	_____	_____
Travel	\$1260	Instructional Saturday Program/Travel for Students:  Metrocards for students for travel to

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$13984

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		Museums on 7 Saturdays @5.00 X 18 = \$630  Parental Involvement/Travel for Parents:  Metrocards for parents for travel to Museums on 7 Saturdays @5.00 X 18 = \$630
Other	\$872	Admissions to Queens Zoo: \$8 for adults X 18 = \$144, \$5 for children X 18 = \$90  Admissions to Botanical Gardens: \$13 for adults X 18 = \$234, \$3 for children X 18 = \$54  Giftcard for Raffle: \$100  Refreshments for parents: \$250.00
<b>TOTAL</b>	<b>\$13,984</b>	<b>\$13,984</b>