

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

75K053

School Name:

P.S. K053

Principal:

HEATHER LEYKAM

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)

Section 4: CEP Overview

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: P 53K School Number (DBN): 75K053
Grades Served: K-12 Special Education
School Address: 544 7th Avenue Brooklyn, NY 11215
Phone Number: (718) 832-3563 Fax: (718) 965-1734
School Contact Person: Joyce Wu Email Address: Jwu6@schools.nyc.gov
Principal: Heather Leykam
UFT Chapter Leader: Pierre Labissiere
Parents' Association President: Tamika Carter
SLT Chairperson: Pierre Labissiere
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 75 Superintendent: Gary Hecht
Superintendent's Office Address: 400 1st Avenue New York, NY 10010
Superintendent's Email Address: ghecht@schools.nyc.gov
Phone Number: (212) 802-1500 Fax: (212) 802-1678

Borough Field Support Center (BFSC)

BFSC: 755-1 Director: Ketler Louissaint
Director's Office Address: 400 First Avenue NY, NY 11
Director's Email Address: KLouiss@schools.nyc.gov
Phone Number: (212) 802-1500 Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Heather Leykam	*Principal or Designee	
Pierre Labissiere	*UFT Chapter Leader or Designee	
Tameka Carter	*PA/PTA President or Designated Co-President	
Annie Alvarez	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Diana Castillo	Member/ UFT	
Jessica Drobka	Member/ UFT	
Joanne Joseph	Member/ Parent	
Maurice Smalls	Member/ Parent	
Kristin Slattery	Member/	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools

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.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

The mission of P53K is to challenge students to achieve their personal best and empower them to become productive, independent members of society. Our collaborative disciplinary team provides a standard-based curriculum utilizing real life experiences embedded in data driven instruction. We, the staff of P53K, commit to partnering with parents and community members to maximize each student's potential.

P53K is a multi-sited school (eight sites) providing instruction to both standardized and alternate assessed students in 6:1:1,8:1:1,12:1:1, and 12:1:4 ratios and inclusion programs, from kindergarten to students turning 21. P53K has community-based partnership with the following organizations: Learning through an Expanded Arts Program (LeAp), Everyday Arts in Special Education (EASE), Get Ready of Learn (GRTL), Urban Advantage, "Plant, Learn, Grow," and GreenThumb. Additionally we have students going out to the community for work-based programs that include GAP, five Below, Burlington Coat Factory, Modell's Sporting Goods, and C-town. This year, P53K school and students have been awarded Respect For All School, Samuel Stern Award, Ezra Jack Keats, Brooklyn Borough Arts Festival, and RESO A grants.

This past year, P53K has made tremendous progress in ensuring that we are providing students with rigorous instruction, fostering a supportive environments, creating a culture of teacher collaboration, nurturing effective school leadership, and establishing strong family-community ties. We have done this through in-school coaching support, and more structured professional collaboration as well as creating six half-days of professional development for all staff with approval of the Chancellor's office.

Framework for Great Schools – P53K 2014-2015 Progress in Framework Elements:

- *Rigorous instruction* : Established instructional focus, aligned benchmark assessments to the instructional focus, aligned unit plans to EngageNY scope and sequence, piloted Attainment, Foundation, Wilson in target populations, dedicated instructional coaches.
- *Supportive environment* : Roll-out of Phase 1 PBIS at the 384 site and Phase 2 PBIS at the 88 site, roll-out of enrichment clusters at 88, 296, and 384, monthly Pupil Personnel Team Meetings (PPT), monthly paraprofessional meetings pilot at 384
- *Teacher collaboration* : Two weekly Professional Learning Communities (PLC) meetings, teacher intervisitations, student inquiry projects, team-building activities, built-in reflective processes, end-of-unit teacher surveys, protocol-structured meetings, set agendas/topics and pacing calendar
- *Effective School Leadership* : Six half-days for professional development, Chancellor's Day Conferences driven by teacher's need and actionable next steps, Paraprofessionals trained in sensory strategies, Staff sent to workshops (e.g., GRTL, behavior collection procedures, transition services, assistive technology), support and development of P53K instructional coaches and technology coach, teacher-led workshops.
- **Strong Family-Community Ties**: Parent attendance at end-of-unit culminating demonstration events and music performances, communication notebooks sent home daily on student progress, parent/guardian involvement at IEP meetings.

P53K key areas of focus for 2015-2016 are to:

1. (*Rigorous Instruction*) Increase the collaborative student conversations with their peers in multiple settings,
2. (*Effective School Leadership*) Empower staff voice in the school's decision-making process through the creation of various leadership teams
3. (*Strong Family-Community Ties*) Increase parent active involvement in the school and bring resources from the community into the school building

75K053 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05, 06,07, 08,09, 10,11, 12	Total Enrollment	400	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	45	# Music	56	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	N/A	% Attendance Rate		86.7%
% Free Lunch	69.2%	% Reduced Lunch		1.7%
% Limited English Proficient	21.6%	% Students with Disabilities		99.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.2%	% Black or African American		43.9%
% Hispanic or Latino	34.5%	% Asian or Native Hawaiian/Pacific Islander		4.7%
% White	11.7%	% Multi-Racial		0.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.95	# of Assistant Principals (2014-15)		4
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		5.82
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward	N/A	Recognition		N/A
In Good Standing	N/A	Local Assistance Plan		N/A
Focus District	N/A	Focus School Identified by a Focus District		N/A
Priority School	N/A			
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

During the 2014-2015 school year, P53K identified the instructional focus to be “A school-wide effort to have all P53K students communicate information related to at least one real life problem in multiple settings through the development and implementation of a school-wide problem solving protocol as measured by SANDI and benchmark

related identified priority learning standards.” Aligned to this instructional focus, the teachers selected specific SANDI skills and designed benchmark assessments for their level 1, 2, and 3 students. Benchmark assessments were administered at the end of each unit (on average every 6-8 weeks). Results indicate that the students progressed by one level across all SANDI-learner levels and class ratios.

Additionally, teachers at each site met twice weekly in their Professional Learning Communities (PLC) to discuss and share best instructional practices, conduct student inquiry work, and develop five unit plans for ELA, Math, Social Studies, and Science under the guidance of instructional coaches. As a result of successful collaboration, the rigor of the unit plans progressed from loosely-aligned content-based to closely-connected to Common Core Standards and EngageNY Scope And Sequence skill-based learning targets for each unit.

P53K’s priority need for 2015-2016 is to increase the collaborative student conversations with their peers in multiple settings. This need is evidenced by:

- Framework for Great Schools Report 2015 – P53K scored a 74 (72% positive responses) in the area of “Quality of Student Discussion” for Rigorous Instruction (Note: Survey questions for this area included: How often do...Q6a – students build on each other’s ideas during class discussions?, Q6b – students use data or text references to support their ideas?, Q6c – students show that they respect each other’s ideas?, Q6d – students provide constructive feedback to their peers/teachers?, Q6e – most students participate in class discussions at some point?)
- Advance MOTP ratings – Data suggests that teachers struggle most with components 1e: Designing Coherent Instruction, 3b: Using Questioning and Discussion Techniques, and 3c: Engaging Students in Learning. 15% in 1e, 24% in 3b, and 17% in 3c of all observations were developing in these components.
- “How much do you talk?” Teacher activity – When the question of “How much do you talk?” during an average lesson was asked of the teachers, over 90% of teachers stood between 50 – 75% of the time.
- Qualitative Feedback from Administration and Coaches to Teachers – The feedback centered on low-leveling questioning, lack of student voice, predominantly teacher-directed instruction, and few opportunities for student to student interactions.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified

priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be an increase of collaborative conversations among students in multiple settings as supported by the school’s 2015-2016 instructional focus and evidenced by at least 75% of learners show growth by achieving a score of 3 (supported) or 4 (independent) for identified SANDI skills for curriculum benchmark assessments and at least 85% of all observations receive an effective or highly effective Advance rating in components 1e, 3b, and 3c.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Select and Track Key Performance Metrics: Teachers will identify appropriate SANDI skills for each of their students. Collaboratively, they will design benchmark task assessments to measure progress for the selected SANDI skill. To ensure data reliability and scoring consistency, teachers will undergo a SANDI scoring calibration review. Lastly, they will administer benchmark assessments periodically to monitor progress and evaluate for next steps.</p>	<p>All students</p>	<p>9/2015 – 6/2016</p>	<p>Instructional Coaches and Leads</p>
<p>Determine Appropriate Instructional Strategies and Interventions: Teachers will conduct continuous student data inquiry work focusing on increasing student-to-student collaborative interactions. Teachers will also conduct classroom intervisitations to share best practices and provide collegial feedback using a selected protocol.</p>	<p>All students</p>	<p>10/2015 – 4/2016</p>	<p>Teachers with support of Instructional Leads</p>
<p>Provide Professional Development: Teachers will be provided professional development (e.g., workshops, PLCs, instructional coaches, observation feedback) support on how to design lesson plans that intentionally plan for student interaction and discussions, how to identify a student’s preferred mode of communication, how to encourage high-level questioning, discussion and interaction in a classroom and other relevant topics.</p>	<p>All students and specifically teachers who received developing in 1e</p>	<p>9/2015 – 2/2016</p>	<p>Administrators and Instructional Coaches</p>
<p>Roll-out of Core Vocabulary: Teachers will be teaching core vocabulary to the students. The same core vocabulary will be</p>	<p>All students</p>	<p>9/2015 – 6/2016</p>	<p>Core Vocabulary Liaisons.</p>

introduced and taught to students across all sites for a given time period. This program will give students a set of vocabulary to support peer-to-peer discussions and interactions.

--	--	--

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Human Resources: Instructional Coaches, Instructional Leaders, Administrators, Teacher-substitutes
- Scheduling: Common planning time, PLC meeting times, Intervisitations Schedules
- Technology: Computers, SmartBoard, AAC Devices, Boardmaker
- Instructional Resources: SANDI assessment, EngageNY Scope and Sequence, Attainment, Equals, Essentials for Living, Unique

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

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

Part 5 – Progress Monitoring

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

Progress will be monitored every two months/at the end of each unit. By mid-point, end of January, at least 75% of students show growth by achieving a score of at least 2 (emerging) or 3 (supported) in their benchmark assessments and at least 75% of observations receive an effective or highly effective Advance rating in components 1e, 3b, and 3c.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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

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

Part 5 – Progress Monitoring

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

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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

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

Part 5 – Progress Monitoring

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

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

P53K continuously support the professional growth of its staff. It is the norm for staff to seek out professional development and these requested workshops are often approved by the principal. Many staff members have attended district-given workshops: Structured Methods in Language Education (SMILE), Universal Design for Learning (UDL), Therapeutic Crisis Intervention for Schools (TCIS), Get Ready to Learn (GRTL), Birch Institute, Association for School Curricula Development (ASCD), Leaders in Education Apprenticeship Program (LEAP), Transition Inter-school Development with P373K, various speech, occupational, and physical therapy-related workshops, teaching the core vocabulary, Teachers College, D75 curriculum writing, and curriculum overviews (Unique, Attainment, Equals, Essentials for Living). We have had coaches from the district to support our staff in transitional services, technology, and strategies for students with autism. This year, P53K has set aside six half-days in addition to the Chancellor’s Conference days for additional staff professional development. These half-days are mostly led by our own staff to share best practices and turn-key workshops they have attended. Some of these workshops include Using assistive technology, Sensory strategies, Behavior data collection, GRTL, transition services, Using the SmartBoard, IEP Writing, and Boardmaker.

P53K’s priority need for 2015-2016 is to empower staff voice in the school’s decision-making process through the creation of various leadership teams. As evidenced by the Framework for Great Schools Report 2015, the school scored 39 or 54% positive responses in the area of “Teacher Influence.” (Note: Survey questions for this area included: How much influence do teachers have over school policy in each of the areas...Q1a – Hiring new professional personnel, Q1b – Planning how discretionary school funds should be used, Q1c – Selects instructional materials used in classroom, Q1d – Developing instructional materials, Q1e – Setting standards for student behavior.)

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, P53K will increase the influence of teachers over school policy as measured by the formation of at least four teams with representatives from each site to participate in the school’s decision-making process and at least 85% positive response to the teacher influence question on the teacher survey.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Form An Instructional Lead Team: This team will consist of teachers to represent the voices from all sites and participate in the planning and making of school decisions on instruction. The members of this team will participate in the Chancellor’s 2015-2016 Teacher Leadership Program (TLP) to develop their facilitative and instructional leadership skills. This team will meet weekly to plan.</p>	<p>Teachers</p>	<p>9/2015-6/2016</p>	<p>Administration and Instructional Lead Team</p>
<p>Select Site Liaisons for School-wide Initiatives: A liaison from each site will be selected for school-wide initiatives such as PBIS and NYSAA. Liaisons will be responsible for representing the teachers at the site, communicate a consistent message, and coordinate the efforts of the initiative.</p>	<p>Teachers</p>	<p>9/2015 – 6/2015</p>	<p>Administration</p>
<p>Form Hiring Teams: When hiring a new staff, the school will form a team to make an informed decision.</p>	<p>P53K Staff</p>	<p>Varies depending on need</p>	<p>Administration</p>
<p>Form a Measure of Student Learning (MOSL) Team: This team will consist of teachers who will decide on the 2015-2016 MOSL.</p>	<p>Teachers</p>	<p>9/2015</p>	<p>Administration</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<ul style="list-style-type: none"> • Human Resources: Instructional Leaders (TLP candidates), Administrators, Per Session for afterschool meetings, Paraprofessionals • Scheduling: Common planning time, PLC meeting times, • Technology: Computers, SmartBoard, Laptops 										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21st Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>	<p>X</p>	<p>In Kind</p>	<p>X Other</p>

Part 5 – Progress Monitoring

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

The mid-point is February and by this time, at least two teams with representatives from each site would be assembled and at least 65% respond positively to the teacher influence question on a P53K generated survey.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

One of P53K’s 2014-2015 CEP goal was that by June 2015, the school will improve targeted communication efforts with parents by providing ongoing opportunities for parents to witness the integration of the Common Core Learning Standards as infused within instruction and curriculum designed for Alternative Assessment Students, as evidenced by at least 10% attendance of parents at Culminating Demonstrations at the end of each unit of study. P53K has successfully achieved this by exceeding our goal by 50%. Written feedback from parents included: “We were very impressed with the demonstration and would like for it to continue.” “I am very pleased with [my son’s] improvement especially his behavior and telling the time, understanding day & night.” “My daughter has learned so much this year! So glad to see it!” “Keep up the good work!”

P53K’s priority need for 2015-2016 is to increase parent active involvement. According to the Framework for Great Schools Report 2015, P53K did well with teacher outreach to parents with a 97% positive response score. However, the school only received a 75% positive response score for parent involvement in school. Parent survey questions in this area included: Since the beginning of the school year, how often have you...q1a – had an in-person parent-teacher meeting? q1b – volunteered time to support this school (for example, volunteered in classrooms, helped with school-wide events, etc.)?, and q1c – communicated with your child’s teacher about your child’s performance.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, P53K will increase parent active involvement in the school as measured by providing at least four parent volunteering opportunities during the school year and attaining at least an 80% positive response on the parent survey on parent involvement.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Conduct Quarterly Parent Survey – P53K Parent Surveys will be given out in October, January, March and June to assess parent needs and concerns. The first survey will be focused on determining reasons for low parent involvement (e.g., scheduling conflicts, childcare, language, lack of opportunities, and etc...)</p>	<p>Parents</p>	<p>10/2015-6/2016</p>	<p>Parent coordinator</p>
<p>Offer Front Door Opportunities – This will allow access for all parents to connect with Medicaid Service Coordinators (MSC).</p>	<p>Parents</p>	<p>9/2015 – 6/2016</p>	<p>Parent coordinator</p>
<p>Identify Parent Volunteering Opportunities – Collaboratively, the parent association and P53K staff will identify different ways parents can offer their support at the school (e.g., transition fair, career day, read a book, school event helpers, bake sale/school fundraisers)</p>	<p>Parents</p>	<p>10/2015 – 6/2016</p>	<p>P53K Staff and PA</p>
<p>Execute Clear and Timely Communication of Events – Communication of events will be sent to parents with advance notice. Unit coordinators, school aides, teachers and paraprofessionals will be educated about these events so that they can adequately respond to parent questions. Reminder letters should be sent out as time of event approaches.</p>	<p>Parents</p>	<p>9/2015 – 6/2016</p>	<p>Parent Coordinator, Unit Coordinator</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Human Resources: Parent Coordinator, Unit Coordinator, Transition Coordinator, Related Services Coordinator, Instructional Coaches</p> <p>Technology: Computers, SmartBoard, projector</p> <p>Scheduling: Building Council meetings, School Leadership Team meeting</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21st Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>	<p>X</p>	<p>In Kind</p>	<p>X Other</p>

Part 5 – Progress Monitoring

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

The mid-point is February and by this time, at least two parent volunteering opportunities have taken place and at least 78% respond positively to the parent involvement question on a P53K generated survey.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

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.)
English Language Arts (ELA)	Lowest performing third of students in ELA as determined by SANDI	Unique, Scantron, Ready Gen, SMILE, Brainpop/Brainpop Jr., IXL, Classroom Suite, Vizzle, Proloquego2, News To You, CDOS, Attainment	Small group and 1:1 instruction	Provided during the school day
Mathematics	Lowest performing third of students in Math as determined by SANDI	Unique, Equals, Equals Pre-Algebra and Geometry, Brainpop/Brainpop Jr., CDOS, Attainment, Toon Boom, ST Math	Small group and 1:1 instruction	Provided during the school day and through after school programming
Science	Lowest performing third of students in ELA as determined by SANDI	STEM, HIV/ AIDS Curriculum, Health/ Sex Ed Curriculum, Unique, Uncle Mike’s Pizzeria, Health Advocacy Program, Grow To Learn and Sustainability	Small group and 1:1 instruction	Provided during the school day
Social Studies	Lowest performing third of students in ELA as determined by SANDI	Attainment, District 75 adapted 2014-2015 Social Studies scope and sequence, CDOS/ ADL, Unique	Small group and 1:1 instruction	Provided during the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students identified as at-risk from OORs data and school behavior data	PBIS, Intensive Counseling/ Guidance, TCI, FBA/BIP	Small group and 1:1 instruction	Provided during the school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.		
Schoolwide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

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

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 codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	0		
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	0		

¹Explanation/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.

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[School name]**, 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. **[School name]** 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the 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

[School name] , 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 on assessments.

I. School Responsibilities:

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the 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 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

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 to learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;

- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

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

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

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

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

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

Part A: School Information	
Name of School: <u>P53K</u>	DBN: <u>75K053</u>
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 checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>12</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>1</u>

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: _

P53K has established an instructional program that addresses the academic, language, and physical needs of English Language Learners (ELLs) with disabilities in grades K – 12. There are 385 students, of which eighty-seven (87) are English Language Learners. The ELLs make up 21% of the student population.

Students receive ESL instruction either in a push-in or pull-out model from a certified English as a Second Language (ESL) teacher during the school day. Students whose IEP recommends bilingual services but for whom no bilingual class is available receive support in their native language from an alternate placement paraprofessional in accordance with CR Part 154 mandates at the same time that they receive ESL from a licensed ESL teacher. Instruction is driven by the (CCLS) Common Core Learning Standards and New York State Standards and Alternate Grade Level Indicators (AGLIs) for students in alternate assessment. The NYSESLAT is administered every year to all students regardless of their disability. One student scored proficient, five students scored at the advanced level of proficiency, five at intermediate, the rest scored at the beginning level of English language proficiency. Instruction is delivered via one or more of the following ESL strategies: TPR(Total Physical Response), Language Experience Approach, SIOP (Sheltered Instruction Observation Protocol), CALLA (Cognitive Academic Language Learning Approach), scaffolding, thematic and cooperative instruction.

The supplemental instructional support will be provided for (12) ELL alternate assessment students with a 12:1:1 and 12:1:4 student to staff IEP ratio in grades 9-12; one (1) student is in ninth grade, two (2) students are in tenth grade, two (2) students are in eleventh grade, and seven (7) students are in twelfth grade. All students scored at the beginning level on the 2014 NYSESLAT. Five (5) are newcomers having between one (1) to three (3) years of ESL and seven (7) are long-term ELLs, completing six (6) or more years of ESL. Data collected and analyzed indicated that due to similar student needs and abilities, additional support should improve their academic achievement and English language acquisition. Most students are either at emergent or early reading levels and have shown progress in reading and writing in English. Instruction will be provided in English by two (2) certified teachers: one (1) ESL teacher and one (1) music teacher, with additional Spanish language support from two (2) paraprofessionals. The music teacher will provide the musical instruction for the multicultural dance and singing portion of the program. Two paraprofessionals are needed as there are 12:1:4 students in the program. The Title III after school program will occur on selected Mondays and Wednesdays from 3:00-5:00 for (9) weeks from early December through the the middle of March. There will be eighteen (18) two hour instructional sessions and eight (8) one hour professional development sessions.

This year students will participate in a multicultural dance and music festival after reading folktales and literature representative of four counties, Russia, Cuba, Japan and Africa. In groups of two or individually, students will choose one folktale to read and perform for a school wide performance. They will complete various response to literature activities which can include their choice of two of the following: a storyboard, a poster, dress up as a character and act out a scene from the book, prepare a game about the book; for example: create flashcards with pictures of the characters and have a question about that character on the back side of the card, make up a poem, dance or song about the book. Students will write a review of their book and give their recommendation. I-pads will be purchased and used to read folktales on e-books and to research the countries being studied. Each student or group of students will give a review of his or her book to the audience during the presentation. After the review is read the whole group will perform either a dance,

Part B: Direct Instruction Supplemental Program Information

skit or song related to that folktale and country from where it originated. A LEAP artist, in cooperation with the ESL and music teacher, will present four lessons on "World Dance".

- Standards addressed during the program are as follows: Technology Standard 5 - (Students will apply technological knowledge and skills to design, use, and evaluate products and systems to satisfy human and environmental needs.) is addressed throughout the program as students use the smart board, computers, e-books and I-pads, to research, view and create the presentation of their book. Art Standard 1 – (Students will actively engage in the processes that constitute creation and performance in the arts: dance, music, theatre, and visual arts and participate in various roles in the arts) is addressed because students will perform as they present their dances and skits based on their story. Common Core Speaking and Listening Standard 4 - Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas and themes; speak clearly at an understandable pace. Common Core Writing Standard 1- Write arguments to support claims with clear reasons and relevant evidence. Common Core Reading Standard 1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. The appropriate New Language Arts Progressions which apply to the aforementioned common core standards will also be addressed.

Instruction will be delivered in a whole group setting for the beginning of each lesson then teachers and paraprofessionals will work with an assigned group of 2 to 3 students and will serve mainly as facilitators and technology support as students work on their assigned projects. During whole group instruction, the ESL teacher and music teacher will co-teach. The music teacher will provide the necessary musical direction for those students who choose to present a musical representation of their book and he will present music represented from different cultures represented in the folktales that are studied. The ESL teacher will deliver the listening, speaking, reading and writing component during the sessions. English will be the dominant language spoken with Spanish support being provided by the Spanish bilingual paraprofessionals.

-

Part C: Professional Development

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

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

Begin description here: _

Professional Development will take place on the Monday and Wednesday prior to the commencement of the program and six (6) alternate Tuesdays throughout the program from 3:00 p.m.- 4:00 p.m. to provide teachers and staff with the latest and most current ESL methodologies and practices. Those participating in the professional development include the assistant principal, ESL teacher, music teacher and two paraprofessionals. The ESL teacher and music teacher will present workshops on the following topics: New Language Arts Progressions and Common Core Learning Standards as they relate to the program, differentiating instruction for the twelve (12) students in the group, adapting materials to accommodate the different learning styles, E-books- how to log on and find books appropriate for the program, multicultural music and dance - staff will be instructed on the music and dance typical of the different countries that will be represented during the program via folktales and literature. Both teachers will co-teach during the professional development sessions.

-

Part D: Parental Engagement Activities

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

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

Begin description here: _

The outside vendor LEAP Art will present one (1) workshop titled "Adult Literacy for ELL/Bilingual Adults". As per the website, <http://leapnyc.org>: "The workshop uses drama, movement and games to make ELLs feel more comfortable and confident when they read, write and speak English. Hands on activities help adults develop strong vocabulary and grammar". The workshop will occur during the school day for two and a half hours on a day in the middle of February. Parents will also be invited to attend the LEAP "Dancing Around the World" workshops along with the students during the Title III instructional periods after school. Parents will be invited to the final presentation. Letters will be sent home informing them of the Title III program in their native language.

Part E: Budget

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

Allocation Amount: \$11 , 200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$8,887.40	<u>2 teachers x 2 days a week x 2 hours per day x \$50.50 per hour x 9 weeks = \$3,636.00</u> <u>1 supervisor x 2 days a week x 1 and a half hours a day x \$52.84 per hour x 9 weeks = \$1,426.68</u> <u>2 paraprofessionals x 2 days a week x 2 hours a day x \$29.05 per hour x 9 weeks = \$2,091.60</u> Professional Development: <u>2 teachers x 8 days x 1 hour per day x \$50.50 = \$808.00</u> <u>1 supervisor x 8 days x 1/2 hour per day x \$52.84 = \$211.36</u> <u>1 secretary x 8 hours x \$31.12 = \$248.96</u> <u>2 paraprofessionals x 8 days x 1 hour a day x \$29.05 = \$464.80</u>
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	<u>1 @ \$450.00 = \$450.00</u> <u>4 @ \$250.00 = \$1,000.00</u>	<u>LEAP art parent workshop - Adult Literacy for ELL/bilingual adults.</u> <u>LEAP art student workshop - Dancing Around the World</u>
Supplies and materials	<u>2 @ \$383.00 = \$766.00</u>	<u>2 i-pads 2's</u>

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11 , 200

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"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)	<u> </u>	<u> </u>
Travel	<u> </u>	<u> </u>
Other	<u>\$96.60</u>	<u>refreshments for parents</u>
TOTAL	<u>\$11,200.00</u>	<u>\$11,200.00</u>

School Name: P53K School DBN: 25853			
Signatures of LEP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Heather Leykam	Principal	<i>Heather Leykam</i>	10-30-15
Amy Blustein	Assistant Principal	<i>Amy Blustein</i>	10-30-15
	Parent Coordinator		
Kathy Goetemann	ENL/Bilingual Teacher	<i>Kathy Goetemann</i>	10-30-15
Alexandria Shaw	Parent	<i>Alexandria Shaw</i>	10-30-15
Jenna Collin	Teacher/Subject Area	<i>Jenna Collin</i>	10-30-15
	Teacher/Subject Area	<i>Sarah</i>	10-30-15
Angel Lopez	Coach	<i>Angel Lopez</i>	10-30-15
	Coach		
	School Counselor		
	Superintendent		
	Barrough Field Support Center Staff Member		
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **75K53** School Name: **P53K**
Superintendent: **Gary Hecht**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnedoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

Students have a completed home language survey in his or her cumulative folders. Most of the students admitted to a District 75 school have already been in the Department of Education so the home language survey was completed when they first entered the school system and it is sent over from the previous school with the student's cum folder. The home language survey is analyzed to assess the language needs of the student and parent. Also parents fill out a blue emergency card with vital information including what language they speak. Various ATS reports, like the RPOB and information in SESIS are also beneficial in determining the language needs of the students and parents. Prior to parent meetings, IEP conferences, transition meetings and parent-teacher conferences, the language needs of the parents are discussed so that interpreters are available to assist them during the meetings/conferences. For parents who request written translation on Part III of the home language identification survey, all letters and notifications are sent home in the language they requested. The Parent Coordinator regularly contacts parents to follow up and assist with translation needs as it pertains to school, home and community. When no staff member is available to translate the Department of Education Translation Unit will be contacted in a timely manner to ensure that someone will be present at the meeting or conference to translate in the parents' native language.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Translation services need to be provided to parents in the following languages: (The number indicates the number of parents who speak that language.) Spanish (62), Cantonese (8), Haitian Creole (2), Fulani (1), Bengali (4), Urdu (5), Russian (2), Polish (1) Kpelle (1), Serbo-Croatian (1) This data is shared with the school staff throughout the year by the ENL teachers so that they are aware of the various cultures represented in the school. In this way an atmosphere of cultural tolerance is promoted.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Letters/documents are sent home pertaining to essential information in the following areas: community resources and issues, health matters, agencies to assist with disabilities/available supports, dates of PA meetings, School Leadership Team Meetings (SLT), IEP conferences, open school day/ evenings and school events, testing dates, after school programs, permission slip for trips and other activities, summer school program, upcoming plays or musical performances, sporting events, parent workshops, transition fair. Letters about the summer school program are sent home a month in advance. Letters about upcoming talent shows, school plays and prom are sent home 1-2 weeks before. The letters informing the parents about their child's upcoming IEP meeting is sent home 10 days in advance. Papers regarding upcoming holidays and days off are sent home a week before. Permission slips are sent home 2- 3 weeks before the date of the trip.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

The following face to face meeting occur throughout the school year:parent teacher conferences, IEP meetings, transition fair, Title III parent workshops, parent meetings with the parent coordinator, school performances like plays or talent show. Parents are invited to attend their child's class culminating presentations which occur every 2 months at the end of each unit taught.The attendance teacher or classroom teacher make phone calls daily to parents of students who were absent that day and record that in the call log located in the office. The guidance counselor calls parents if a behavior or other issue arises with their child.IEP meetings occur annually for each student. Parent teacher meetings occur two times a year and are based on the NYC Department of ED school calendar.The Title III parent workshop will occur sometime in February depending on the school calendar. Parent meetings with the parent coordinator occur monthly. The transition fair occurs in March.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Written translation services will be provided by in-house school staff when available. If required, the Department of Education Translation Unit will be contacted when the school is unable to provide parents with written translation in a particular language. Many of our teachers and alternate placement paraprofessionals are proficient in written translation and continue to provide parents with school letters in their native languages. The Parent Coordinator and unit teacher work closely with the translators to ensure that parents receive written translated notifications/documents in a timely manner. The interpreter will also follow-up with a telephone call to confirm receipt of the notifications and to inquire if further information is needed. To further assist and support families, notifications that "Translation and Interpretation Services are Available" are posted in different languages at main entrances to inform parents of these services. For parents who request written translation the IEP will be translated and sent home in the language they understand.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Oral interpretation services will be provided by in-house school personnel when available. Through the home language surveys and parent interviews the needs of language assistance services will be evaluated by the ENL teachers and Parent Coordinator. This data is documented; parents are contacted by either a bilingual teacher or a staff member who speaks the family's language to inform them that oral interpretation services in their native language will be available at the school to assist and support them. Prior to the IEP conferences, parent meetings, transition meetings and parent-teacher conferences, the language needs of the parents are discussed so that interpreters are available to assist them during the meetings/conferences. Prior to the IEP conference, the letter establishing the date of the meeting will be translated into the appropriate language and sent home; if the parent does not respond in a timely manner, a staff member who speaks the family's language will telephone home to follow-up. Once the date and time have been established, an interpreter will provide the parent with oral interpretation for the IEP conference. The translation phone service provided by the Translation and Interpretation Unit is also very helpful especially when oral translation is needed right away. This allows for a translator to be contacted via phone during meetings. The Parent Coordinator regularly contacts parents to follow-up and assist with oral interpretation needs as it pertains to school, home and community.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

This information will be disseminated at the orientation meeting at the beginning of the school year and written directions will be handed out to staff at this time.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

At the parent orientation meeting presented by the parent coordinator at the beginning of the school year, parents will be informed of Chancellor's Regulations A-663 regarding parental notification requirements for written translation and oral interpretation services. Parents whose primary language is a covered language will receive written documentation regarding their rights to these services and instructions on how to obtain them. To further assist and support families, notification that "Translation and Interpretation Services are Available" will be posted in different languages at the main entrance to inform parents of these services including the parent bill of rights. The Parent Coordinator and Transition Coordinator will regularly contact parents to follow-up and assist with oral interpretation needs as it pertains to school, home and community.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Parents will fill out a survey at the last monthly parent meeting with the parent coordinator in order to gather feedback on these matters.