

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

23K155

School Name:

P.S./ I.S. 155 NICHOLAS HERKIMER

Principal:

NELLY CORTES

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Nicholas Herkimer School School Number (DBN): 23k155
Grades Served: PK-8
School Address: 1355 Herkimer Street, Brooklyn NY 11233
Phone Number: 718-240-4340 Fax: 718-345-9064
School Contact Person: Michelle Manns Email Address: Mmanns2@schools.nyc.gov
Principal: Nelly Cortes
UFT Chapter Leader: Cecille Sanquiche
Parents' Association President: Rasheeda White
SLT Chairperson: Jacqueline Henry
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Rasheeda White
Student Representative(s):

District Information

District: 23K Superintendent: Mauriciere de Govia
Superintendent's Office Address: 1665 St. Marks Avenue
Superintendent's Email Address: MDegovi@schools.nyc.gov
Phone Number: 718-240-3600 Fax: 718-385-3768

Borough Field Support Center (BFSC)

BFSC: Bernadette Fitzgerald Director: Bernadette Fitzgerald
Director's Office Address: 131 Livingston Street
Director's Email Address: bfitzge2@schools.nyc.doe
Phone Number: 718-935-3954 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)
Nelly Cortes	*Principal or Designee	
Cecille Sanquiche	*UFT Chapter Leader or Designee	
Rasheeda White	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Frantasia Louis Charles	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	
Marion Bourne	Member/ Teacher	
Valda Waithe	Member/ Teacher	
Jacqueline Henry	Member/ Teacher	
Delvi Randolph	Member/ Parent	
Juan Espinal	Member/Parent	
Crystal Garcia	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/Parent	
	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 Nicholas Herkimer School is a pre K-8 school with 518 students from pre K through grade 8. The school population comprises 58% Black, 38% Hispanic, and 1% Asian students. The student body includes 13% English language learners and 15% special education students. Boys account 53% of the students enrolled and girls account for 48%. The average attendance rate for the school year 2013-2014 was 89%.

Mission Statement:

At Nicholas Herkimer School, P.S./I.S 155, we believe that student learning is the chief priority, and that all students can learn to their highest potential. Our mission and responsibility are to rigorously challenge and engage all students through multiple entry points, and questioning techniques so that all students will attain higher levels of achievement. Working within that community, our students will develop their individual talents, critical thinking and technology skills. Our continuous commitment to improvement will ensure that our students are well rounded, self-direct lifelong learners who will leave us with the necessary tools and skills needed for College and career readiness.

Rigorous Instruction:

- Continue to develop effective teaching practices through ongoing differentiated Professional Development on what effective teaching practices look like, feel like, and sound like.
- Strategically use the Danielson rubric by applying weighed emphasis via feedback on the following areas in order to build teacher practice in relation to our instructional focus in addition to building teachers' ability to design cohesive, rigorous, engaging lessons which contain multiple entry points aligned to the CCLS that promote students' critical thinking skills.
- Teachers collect formative and summative assessment data in which teachers gather evidence of student learning, evaluate student progress against key standards and adjust lessons/unit plans to meet the needs of all students. During data team meetings teachers review student work and plan coherent rigorous strategies to close the instructional gap.
- Rubrics utilized and attached to student work with teacher comments and clear next steps for improvement.

Supportive environment:

- In collaboration with parents, students and all stakeholders create a school wide code of conduct that reinforces City Wide Behavioral Expectations to support student learning.
- Celebrate student accomplishments through monthly assembly programs.
- Build our work around Social Emotional Learning based on informal feedback from community stakeholders through the development of proactive approach which promotes positive character building for all students in Kindergarten through eighth grade.

Collaborative Teachers:

- Common planning time embedded into the daily schedule to review data and student work.
- Collaborative planning opportunities, teachers have the opportunity to develop strategies to improve students' proficiency levels and articulate next steps for improvement and share professional practices.
- Provide weekly differentiated professional opportunities for teachers to provide reflections and feedback on best practices.

Effective School Leadership:

- We will conduct Initial Planning Conferences, Mid-Year self-assessments as well as End-Term Conferences will allow us to set and monitor goals and provide teachers with feedback related to Domain 1-Planning and Preparation, Domain 2- Classroom Environment, Domain 3- Instruction and Domain 4- Professional Responsibility.

- Conduct formal and informal observations and provide targeted feedback in order to build teacher capacity in the focus areas throughout the year.

Strong Family-Community Ties:

- PTA
- 21st Century parent involvement
- Multicultural annual production
- Box Out Bullying/entire school
- Weekly parent teacher conferences
- Breast Cancer Walk
- Cookshop program
- Annual Curriculum Fair
- Women Empowerment Celebration
- Career Day

Nicholas Herkimer School/PS/IS 155 School Strength:

- **Trust: 96%** Parent-teacher trust
- 94%** Parent-Principal trust
- 83%** student-teacher trust

100% Teacher principal trust

- **21st Century Community Learning Center:** The program offers a range of high-quality educational, developmental, and recreational services for students and their families. The program offers enrichment activities in ELA , Math , Science and Technology. They offer college awareness/preparation and Social/Emotional Enrichment activities for all Middle School students.

25% of parents/family members of student participants attend at least 12hrs of programming in a year targeting their educational or/and parental skills.

80% of Advisory and NYSAN meetings will include parents/family members

70% of parents attend celebration/showcase of pupil achievements

23K155 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	525	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	8	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	9	# Music	3	# Drama
# Foreign Language	7	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	91.6%	% Attendance Rate		88.6%
% Free Lunch	94.3%	% Reduced Lunch		2.9%
% Limited English Proficient	12.1%	% Students with Disabilities		20.7%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.6%	% Black or African American		58.9%
% Hispanic or Latino	38.0%	% Asian or Native Hawaiian/Pacific Islander		1.6%
% White	1.0%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	12.34	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		13.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)		7.09
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	10.5%	Mathematics Performance at levels 3 & 4		14.6%
Science Performance at levels 3 & 4 (4th Grade)	84.2%	Science Performance at levels 3 & 4 (8th Grade)		31.5%
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		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
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		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	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	NO			
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.

Quality Review Findings:

1.1 Curricula :

Growth -School leaders and faculty strategically adopted Department of Education selected curricula to ensure alignment to the Common Core Learning Standards (CCLS) and integration of the shifts, leading to all students having access and engaging in high level tasks.

1.2 Pedagogy:

Growth -Teachers’ instructional practices across classrooms provide learners with multiple entry points into the curricula so that all students can demonstrate high levels of thinking, discussions, and produce meaningful work products.

2.2 Assessments:

Focus -Strengthen teacher assessment practices to consistently, reflect meaningful feedback ongoing checks for understanding during lesson delivery so that all students demonstrate increased mastery and self-reflection.

3.4 High Expectations:

Focus -Develop structures and systems that communicate high expectations connected to path to college and career readiness in partnership with families to support student progress towards those expectations.

4.2 Teacher Inquiry Teams :

Growth- Teachers’ Common planning time embedded into the daily schedule by grade level and across the grades. Inquiry Team Meetings held weekly to discuss the results from different assessments administered throughout the year (MOSL, Achieve 3000, Curriculum unit assessments, Performance Task.) Teachers discuss strategies for using this data in order to plan, group, and differentiate instruction to meet the individual needs of students.

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, 100% of classroom teachers will effectively use assessments to inform instructional practice, monitor student progress, adjust teaching strategies to improve student achievement resulting in a 5% increase 2015-2016 ELA Test scores.

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>We will continue to develop effective teaching practices through ongoing differentiated Professional Development on what effective teaching practices look like, feel like, and sound like.</p> <p>We will strategically use the Danielson rubric by applying weighed emphasis via feedback on the following areas in order to build teacher practice in relation to our instructional focus. We will build upon teachers' ability to design cohesive, rigorous, engaging lessons which contain multiple entry points aligned to the CCLS that promote students' critical thinking skills. Within these lessons we expect to see:</p> <p>Teachers asking open-ended questions that foster students' higher level thinking</p> <p>Rubrics utilized and attached to student work with teacher comments and clear next steps for improvement.</p> <p>Accommodations for struggling students in the form of tasks which reflects multiple entry points for students</p> <p>Instructional coherence across grade levels/Utilizing the Achieve program.</p> <p>Collaborative planning opportunities, teachers have the opportunity to develop strategies to improve students' proficiency levels and articulate next steps for improvement and share professional practices.</p> <p>Current student work displayed in classrooms and around the school building which celebrate student learning</p> <p>Print rich environments across classrooms</p>	<p>K-8 classroom teachers, Model Teacher and Coach.</p>	<p>September 2015-2016</p>	<p>Administration, Lead Teacher</p>
<p>The Data Team will consistently gather, analyze and share information on student learning outcomes to understand school and student progress over time.</p>	<p>Grade teams</p>	<p>September 2015-2016</p>	<p>Administration, Lead Teacher</p>

Teachers review, make adjustments and revise assessments aligned to the CCLS during grade level teacher teams. Teacher use results to identify trends in both the population at large and within sub-groups to make decisions about curriculum and instruction.	Grade teams	Monthly September 2015-2016	Administration, Lead Teacher
School Leader and team review data to make instructional decisions, to provide support and provide professional learning opportunities for all staff.	All grade level teams	Monthly September 2015-2016	Administration, Lead Teacher

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.											
<p>Embedded common planning time into the daily schedule. Per-Session funding for additional team meetings Monday afternoon PD time, substitutes for teachers to meet with the lead teacher during the instructional day.</p>											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E	X	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.
By February 2016, specific gaps/trends will be identified through out the school year in November / December, and next steps for closing the achievement gap.
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.

Framework for Great Schools Report 2015:
 PS/IS 155-Student Progress Rating is “Approaching Target”
 Percent of students at Level 3 or 4- English- 10.5%
 Percent of students at Level 3 or 4-Math 14.6%

Rigorous Instruction				
Collaborative Teachers				
Supportive Environment				
Effective School Leadership				
Strong Family-community Ties				
Trust				

Our School Survey:
 97% teachers took the survey
 92% students took the survey
 51% parents took the survey
 61% Rigorous Instruction
 73% Collaborative Teachers
 34% Supportive Environment
 74% Effective School Leadership
 67% Strong Family-Community Ties
 78% Trust

Quality Review (2012-2013):
 1.1 How interesting and challenging is the curriculum? (Proficient)
 1.2 How effective is the teaching and learning? (Proficient)
 1.3 How well does the school assess what students are learning?(Proficient)
 4.2 How well do teachers work with each other?(Proficient)
 3.4 How clearly are high expectations communicated to students and staff? (Developing)
 The school will focus on a **Supportive Environment** this school year.
 Reduce (25) suspensions from September to June 2015.

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.

By June 2016, Teacher Teams and Administrators will help to develop a series of activities and recognition events to increase student engagement resulting in 10% reduction in suspensions as measured by the On-line Occurrence Reporting System (OORS).

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) 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>
<ul style="list-style-type: none"> • Monday and Tuesday weekly teacher team meetings. • Teacher Teams will design an engaging, rigorous, coherent curriculum that emphasizes Character Education and integrates Common Core State Standard tasks for grades K-8. • Provide training to parents on practices and routines that promote pro-social skills. • Monthly assembly programs will celebrate grade level and student accomplishments. • The Data Team will consistently gather, analyze, and share information on student learning outcomes to understand school and student progress over time. 	<p>All Stakeholders</p>	<p>September 2015- June 2016</p>	<p>Administration Teacher Teams SIT Team</p>
<ul style="list-style-type: none"> • RTI team will consistently engage the school community in the use of data to set and track suitable high goals for accelerating student learning. 	<p>All Stakeholders</p>	<p>September 2015- June 2016</p>	<p>Administration Teacher Teams</p>
<ul style="list-style-type: none"> • Using behavior anecdotal and OORS reports, the Student Intervention Team will set goals to improve targeted student behavior thus improving student success. 	<p>All Stakeholders</p>	<p>September 2015- June 2016</p>	<p>Administration Teacher Teams</p>

<ul style="list-style-type: none"> • The Administrative Team will align professional collaboration around meeting the school's goals and student learning and emotional needs. 			
<ul style="list-style-type: none"> • In collaboration with parents and students create a school wide code of conduct that reinforces the New York City Chancellor's Regulations. 	School Community	September 2015- June 2016	Administration Teacher Teams SLT Team
<ul style="list-style-type: none"> • The Student Intervention Team will monitor and evaluate progress throughout the year, adapt plans and practices to meet school goals for accelerated learning. 			

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.											
<ul style="list-style-type: none"> • Instructional day coverage for teachers to meet with Model Teacher and Coach. • Adjustments made to the daily schedule to support planning. • Utilization of common planning time to meet with grade level teachers. 											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	X	Title III, Immigrant
	C4E	X	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.										
<ul style="list-style-type: none"> • <u>School Survey 2016</u> • <u>Participation by team members-agendas, attendance and minutes</u> • <u>Comparative analysis of suspension rates from 2014-2015</u> • The mid-point benchmark to measure student progress will be reviewed in December. 										
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		21st 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

<ul style="list-style-type: none"> • 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.

Part 2 – Annual Goal

<p>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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

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>

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.

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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.

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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

<ul style="list-style-type: none"> • 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.

Part 2 – Annual Goal

<p>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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

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) <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.

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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.

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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)	Bottom 1/3 grades 1-8	Achieve 3000 small group guided reading	Small group	Extended Day programs, and R.T.I. Program during the instructional day
Mathematics	Bottom 1/3 grades 1-8	Small group guided math	Small group	Program during the instructional day
Science	Teacher Observations	Differentiated instruction	Small group	Program during the instructional day
Social Studies	Teacher Observations	Differentiated instruction	Small group	Program during the instructional day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At risk counseling students receive related services from the school Guidance Counselor on a weekly basis throughout the school day. Non-mandated students are seen by the Guidance Counselor on a need basis.	Author Study	Small group/ One to one counseling	Conducted during the instructional 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.			
X	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.
<ul style="list-style-type: none"> • PS/IS 155 strive to recruit highly qualified teachers who are certified in the disciplines in which they teach. Teachers who have an assignment outside of their certification area will be closely monitored through observations and grade level or content area conferences. They will also receive support from Model Teacher, Coach and grade leaders in the form of professional development, modeling, and inter-class visitation. • High quality, on-going professional development will be provided to all pedagogy, paraprofessionals, and cluster teachers. Professional development will be provided in-house by Model Teacher, Coach, and grade level teachers. Staff will also attend out-of-school workshops and conferences when appropriate, in an effort to enhance professional growth. All pertinent information will be disseminated to other staff members through professional development. • Strategies to attract high-quality, highly qualified teachers to high-need schools. Intensive Professional Development with per-session opportunities will be provided to new teachers. School Leaders and grade leaders will also assist new teachers by modeling best practices, and providing inter-class and inter-school visitations. • Collaborative groups on each grade level will work together to plan lessons, plan grade level trips and activities, and to discuss any concerns on the grade.

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).
<p>Teachers will have the opportunities to grow as professionals through on going professional develop from outside consultants and attending Professional Development with the Model Teacher, Coach and teacher leaders. All teachers participate in staff development opportunities so they will be trained in aligning instruction to the Common Core Learning Standards.</p> <p>Through this work they will:</p> <ul style="list-style-type: none"> • Develop skills in describing and analyzing student learning using evidence and examples

- Identify learning gaps among student populations and create plans of action to address student learning needs
- Self-assess and identify professional learning required to become more effective in teacher practice
- Develop strong questioning techniques and skill asking questions in multiple ways to provide multiple entry points for students to engage in rigorous academic performance tasks
- Develop skill and understanding in the principles of universal design for learning
- Develop skills in improving professional practice around teacher effectiveness related to the practice of designing coherent instruction, engaging students in learning, monitoring practice of designing coherent instruction, engaging students in learning, monitoring and assessing student learning.

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.).

The Pre-K staff holds an annual Parent meeting during the month of September in which families receive a comprehensive overview of Pre-K expectations. The Pre-K teachers, Early Childhood social worker and school nurse conduct monthly meetings to educate parents about student expectations and developmental stages Pre-K students encounter through the academic process. Teachers screen all students using the ESI-R to capture developmental learning delays, gifted and whether English language acquisition support is needed. This screening tool also helps the teachers better meet their students' needs and individualize instruction. In order to provide students with services that will enhance their learning abilities. The teachers will meet with parent and social worker make referrals to the Committee on Preschool Special Education for possible early intervention services. The use of the Early Childhood Environmental Rating Scale-r (ECERS-R) ensures that the learning environment is developmentally appropriate and

that the teachers are meeting the needs of our youngest learners. The teachers meet with their administrators to review the ECERS-R report in order to make certain that their Pre-kindergarten classroom is providing the foundation of skills and the knowledge necessary to set their students on the path for College and career. In addition to the aforementioned, the pre-school teachers are being trained in the Work Sampling System (WSS). The WSS is an authentic, performance-based assessment that provides teachers with the framework to strategically document students' behavior, knowledge and approaches to learning. The teachers are being trained to observe their individual students to ensure that the instruction is meeting the needs of all students. The Preschool classroom teachers invite parents to the classroom for special performances and in-house classroom trips so that parents have the opportunity to extend learning at home.

-

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.

The Measure of Student Learning Committee selected the MOSL for this school year in consultation with the Principal. PD regarding the MOSL was conducted for teachers during the initial PD in September 2015. In addition, grade teams along with the data specialist examine the item skills analysis data from ELA and Math exams to decide which specific learning standards to focus on during planning for 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	466,263.00	X	Section/Part 3- Action Plan
Title II, Part A	Federal	110,141.00	X	Section/Part 2
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,656,269.00	X	Section/Part 2B.

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.

THE NICHOLAS HERKIMER SCHOOL
P.S. /I.S. 155
Golden Academy Grades 6, 7 & 8
1355 Herkimer Street, Brooklyn NY 11233
Nelly Cortes, Principal
Michelle Manns
Assistant Principal

Parent Involvement Policy (PIP)

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;

- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of 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)

Nicholas Herkimer School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards 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>Nicholas-Herkimer School</u>	DBN: <u>23K155</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>60</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>2</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: ATS data used from the 2013-2014 NYSESLAT Eligibility Roster (RLER), Student Identification Home Language Survey (HLIS), and specific language preference data taken from parent's response to Parent Choice letters (ELPC), and the school's Official Class Ethnic Census Report (RSEC) for all active students at our school for 2013-2014 school year provided evidence to afford students with an After-School program at PS/IS 155: From a total of 534 registered students in grades (K-8), there are 29 ELL students in grades (K-2), 17 ELL students in grades (3-5), and 22 students in grades (6-8). 41.38% are Hispanics, 1.31% are Asian, 0.18% are Pacific Islander, 54.68% are Black, 0.93% are White (not of Hispanic origin), and 0.18 % are Multiracial. The data reviewed served to pinpoint the need for an after school program where both students and parents may participate in academic rigor and foster cross-cultural knowledge and the alignment of CCSS standards in English. In the Parent Choice Survey and the student HLIS parents chose English as the preferred language of instruction for their child although Spanish is spoken at home. Additionally, NYSESLAT 2014 report indicates we have 29 beginning level students and 14 Intermediate level students receiving 360 minutes per week of English language instruction and 25 Advanced level students receiving 180 minutes per week of English Language Instruction.

In order to complement core bilingual and ESL services required under CR Part 154, we have created the ELL Into Action program for students during After- School, and an Early Bird Extended-Day morning program for newcomers. The purpose of these two programs is to further serve our growing immigrant student population and continue our efforts to execute planning for ELLs, and their parents. The data presented a need for more parent/student, and teacher collaboration and ELL activities. Our ELL Into Action program for students during After-School takes place every Wednesday and Thursday for two hours from 2:20 pm to 4:20 pm. beginning the month of October and ending in the month of January for a total of 27 instructional sessions. Our Early Bird morning program for newcomers and parents takes place Mondays through Wednesdays for one hour from 7:00-8:00 am. beginning the month of February and ending in the month of April for a total of 15 sessions. Each program provided is unique and provides academic rigor to further serve our ELL population. The ELL Into Action After-school program model consists of three bilingual certified teachers and one ESL teacher. English language development support is provided to ELLs as follows: The three bilingual teachers will be providing ESL instruction to beginning and intermediate level ELLs through a thematic and content area instructional approach. The bilingual teachers will use English as the language of instruction. The three bilingual teachers providing services are fully certified in bilingual education and working towards ESL certification. One ESL teacher will be providing Advanced level and long-term ELLs with ESL instruction through differentiated instruction and the use of the thematic approach to learning.

The Early Bird ELL morning program consists of two Bilingual/ESL content area teachers using English as the language of instruction and providing support to newcomers and their parents. Based on the 2014 NYSESLAT report, we identified and targeted 57 newcomers at 0-3 years of service by using data from Years of Service Report (RYOS) taken from ATS. This program consists of one ESL classroom teachers providing instruction and support to students in grades 3-8 to newly enrolled ELLs, and another Bilingual teacher working in collaboration with parents to teach literacy skills in English to parents. The bilingual teacher will use English as the language of instruction. Student instruction is completely differentiated through the use of Imagine Learning English technology program. This technological support was purchased in previous years and will not affect this year's Title III budget. The focus of the program is to support and assist ELLs to increase proficiency in English and achieve content area standards. Imagine Learning English technology program uses an ESL and Core Knowledge-Content area

Part B: Direct Instruction Supplemental Program Information

approach to learning. The program can be used for whole class lessons, and for differentiated instruction. The program's goal is to expose ELL students to strategies that accelerate their academic growth, exceeding the rate of typical native-English speakers. Imagine Learning English features school readiness, high frequency vocabulary, listening and speaking, phonemic awareness, emergent literacy, reading and writing, literary response and analysis. Its implementation is quick, easy and user friendly. Automatic software updates via the Internet. Teachers receive responsive technical support and On-site training. Automated reports detail student progress for teacher grouping and parent information can be translated into first language. Our Ell Into Action After School program will target grades 2-5 elementary school ELLs and middle school struggling ELL readers in grades 6-8. They will participate in our Passport Reading Journeys program. The Passport Reading Journeys program targets intense instruction to build reading skills such as fluency, vocabulary, and comprehension students need for success. Passport Reading Journeys combines high-interest reading activities with research-based instruction to capture interest and accelerate learning. The program includes award-winning videos, online technology, exciting reading passages, and intensive instruction. Web-based activities provide independent practice and high interest topics DVD's motivate student learning. Embedded Assessments include a Lexile measure that monitors student progress, advanced word study component provides explicit, systematic instruction in affixes, sight words, multi-syllabic words, spelling, and fluency. Comprehension and vocabulary skills and strategies are taught in-depth as students access high-interest text, along with opportunities for collaborative small group and paired teams. High-interest text engages, informs and increases concept knowledge in science and social studies, and provides multiple opportunities for relevant discussions. Collaborative learning opportunities, supported by research, build independence and provide peer-based support. Passport Reading Journeys encapsulates key content areas into the program, from recognizing the need to engage students in the learning process to scaffolding instruction. Participating teachers receive start-up training and year-round implementation support that will be at no cost to them, and will not affect 2014-2015 Title III budget. The teacher providing services are fully certified in bilingual education and are working towards ESL certification. The bilingual content area teachers will use English as the language of instruction. The duration of the program will be 25 sessions with the remaining sessions at no cost to the Title III allocation beginning October 2014 through March 2015 for a total of 2 hours. Our program goal is to provide ESL instruction to immigrant parents and to students in grades (K-8). Students will be grouped as follows: One (Newcomers' Class) for parents and one newcomers class for students. There will be one (SIFE Class), and one (Intermediate/Advanced level Class) including long term ELLs. Our goal is to train and foster a better understanding between students, parents and the school community. The parents will be exposed to hands-on language learning activities. The teachers will plan class field trips and invite community educational leaders/speakers on an ongoing basis to address parents concerns on education and immigration policy and related issues. Participating students and parents will maintain language portfolios of activities and experiences many of which will be collected for student reference and use. The method of instruction will be through ESL methodology. Participants will be exposed to TPR lessons, Language Experience Approach, and QTEL cooperative learning models. The instructional materials will be Santillana Intensive English Kit and Harcourt Brace &Company Phonics Kit/Practice Readers. Students and parents will strengthen their vocabulary, grammar, spelling, writing, listening and speaking skills. Additionally, participants will review and practice mathematics skills in computation, concepts and word problem.

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

Part C: Professional Development

- name of provider

Begin description here: _____ The bilingual/ESL teachers will receive professional development for both After school ELL Into Action program, and the Early Bird program for a month from (2:25-4:25 pm) on the following Wednesdays:

10/29/14 11/12/14

12/10/14 3/25/15 05/13/14

-
02/11/15 04/15/15 05/27/14

-
03/11/15 04/29/15

-
Our Professional Development Opportunities will emphasize differentiated instruction/Writing Workshop in the classrooms, and share much needed linguistic activities across the grade levels. Additionally, teachers and parents will be sent to the annual NYSABE Professional Development seminars, which also afford teachers and parents the opportunity to learn about how to further help ELLs, and Immigrant students. Participants will receive new up-to-date information regarding Bilingual/ESL best practices, policies and regulations. Teachers will meet during common preps to discuss, plan activities, review data, plan field trips, meet with Principal and prepare lessons. Also, our ESL teacher and our Math teacher will work closely with all ESL staff. We also participate in local, city, and state conferences for additional support. An ELL Instructional Support Specialist and our Assistant Principal Ms. Manns will be assigned to support the ELL students and staff needs including:

- Professional Development, best approach methodology, ESL prototype, data analysis and comprehension needs assessment.
- Parental involvement, compliance and instructional issues, preparation for the NYSESLAT and program design.

Part D: Parental Engagement Activities

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

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

Begin description here: _____ In order to engage ELL parents in meaningful activities that will impact higher achievement for ELLs, facilitate teacher-student, and parent communication, foster a better understanding and respect of limited English proficient families, create a safe, supportive and effective learning community for students and a welcoming environment for parents and guardians, our parents will be exposed to hands-on language learning workshop activities that can foster an effective home-school partnership to ensure that parents can support and monitor their child's progress. The schedule and duration is as follows: The program will be 25 sessions with the remaining sessions at no cost to the Title III allocation beginning October 2014 through March 2015 for a total of 2 hours. After School parents will meet Fridays from 2:25-4:25 pm to attend parent workshops on topics that include: parenting skills, understanding grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children. Parents will be invited to attend Parental Guidance Seminars presented by our school guidance counselor: Ms. Duran, and our Parent Coordinator: Ms. Maria Pimentel. Our ELL teachers will

Part D: Parental Engagement Activities

conduct a series of Reading/Writing workshops to parents. Parents will be exposed to read alouds, reading questioning techniques, Common Core State Standards and the importance of reading with to their children. The teachers will plan class field trips and special assemblies together with parents, and invite community educational leaders/speakers on an ongoing basis to address parents concerns on education and immigration policy and related issues. Participating students and parents will maintain language-picture portfolios of activities and experiences many of which will be collected for student reference and use. The method of instruction will be through ESL methodology. Participants will be exposed to TPR lessons, Language Experience Approach, and QTEL cooperative learning models. The instructional materials will be Santillana Intensive English Kit and Harcourt Brace & Company Phonics Kit/Practice Readers. Students and parents will strengthen their vocabulary, grammar, spelling, writing, listening and speaking skills. Additionally, participants will review and practice mathematics skills in computation, concepts, and word problems in our computer Lab. They will use www.aaamath.com and Usingenglish.com as a trusted website that offer skill review and practice in mathematics and English grammar. Additionally, participants will be exposed to i-Ready Diagnostic and Instruction, a data driven content area reading program. All parents will be invited ahead of time to attend workshops, meetings, and events by mail and through our school newsletter. Refreshments will be served to parents who attend parental engagement activities. Translation and Interpretation services will be available to parents by our bilingual staff.

Part E: Budget

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

Allocation Amount: \$ _____

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

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 23K155 School Name: Nicholas Herkimer School
Superintendent: M. DeGovia

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.learnndoe.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.

PS/IS 155 will ensure that Limited English Speaking parents will be provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education as stated in Regulation A-663 of the Chancellor's Regulations. The school will provide all parent notices, including regional and central notices, lunch applications, flyers, and other parent information in English and in Spanish. In the past, translation services have been provided by in-house school staff. In the future, we may make use of the Language Translation Services for low incidence language on RFP#1B440 from the Department of Education contracts or from our Department of Education central, regional, or district offices.

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.

Oral Interpretations will be provided by in-house and school staff, as well as by parent volunteers. As for the majority of our English Language Learners who speak Spanish, other teachers and staff, including our Parent Coordinator, attendance office personnel, Bilingual/ESL teachers, Guidance, gym, lunch, etc. will assist in oral interpretation services.

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.)

PS/IS 155 will fulfill Regulation A-663 of the Chancellor's Regulations, which establishes our procedures for ensuring that parents of ELLs have every opportunity to participate in and have access to all programs and services for our students.

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 entire month of September will be dedicated to meeting with parents to acquaint them to their child's school expectations. The parents will meet every Tuesday as needed. Additionally there are four official Parent-Teacher conferences programmed into the school year.

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.

PS/IS 155 will ensure that Limited English Speaking parents will be provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education as stated in Regulation A-663 of the Chancellor's Regulations. The school will provide all parent notices, including regional and central notices, lunch applications, flyers, and other parent information in English and in Spanish. Additionally, during the ELL identification process, parents receive home language surveys, parent choice letters, information pack, and view the Chancellor's Video for parents of newly enrolled ELLs in a language the parents can understand. In the past, translation services have been provided by in-house school staff. In the future, we may make use of the Language Translation Services for low incidence language on RFP#1B440 from the Department of Education contracts or from our Department of Education central, regional, or district offices.

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 Interpretations will be provided by in-house and school staff, as well as by parent volunteers. As for the majority of our English Language Learners who speak Spanish, other teachers and staff, including our Parent Coordinator, attendance office personnel, Bilingual/ESL teachers, Guidance, gym, lunch, etc. will assist in oral interpretation services. Additionally, the school will provide oral interpretation services to parents and guardians during Open-House meetings, Parent-Teacher Conferences, and school-community affairs. During the meetings upon arrival parents sign-in and indicate to our staff their need for translation services. Our Principal matches and assigns a pedagogue to interpret information to individual or parent cluster.

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.)

PS/IS 155 will review on a regular basis the school's language assistance needs in order to fulfill Section VII of the Chancellor's Regulation A-663, which establishes our procedures for ensuring that parents of ELLs have every opportunity to participate in and have access to all programs and services for our students. Parents receive a copy of the Bill of Rights and Responsibilities which include parent's rights regarding translation and interpretation services. The school Parent Coordinator is responsible to post in the primary entrance of the school in the target languages the availability of interpretation services. Our school safety plan includes procedures to ensure parent accessibility of translation services. We utilize the Department of Education website to provide information, parental rights to translation and Interpretation services and instruct parents on how they can access services. Specialized bilingual pedagogues, in-house school staff, and parent volunteers will be utilized to translate and interpret information to parents and guardians through correspondence, phone, or via e-mail in order to accomplish our translation and interpretation services goals according to the Chancellor's Regulations.

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

Our Parent Coordinator will also be consulted as to the needs of PS/IS 155 and for translations. Our Parent-Teacher Association, in collaboration with both General and Special Education teachers, will maintain an open communication and have input into this process. Additionally, the data and information we gather from completed School Emergency Contact -blue cards, (UPPG) ATS reports and Parent/Guardian Home Language Identification surveys will be utilized to provide all parents with

appropriate and timely information in a language they can understand. A school-wide survey is also sent home with the students as a needs assessment.

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)

We will have all parent correspondence translated into Spanish and have all school announcements and procedures displayed in designated areas making them easily accessible to all parents. As some of our monolingual English-speaking teachers have ESL students in their classes and cannot communicate in native language Spanish to parents, there is a greater need to have Spanish translation services for parent-teacher conferences, such as Open School Night, and report cards must have authentic written Spanish comments about student progress. Additionally, translation and interpretation support is given to parents in the following languages: Arabic, French, and Haitian Creole during Open- School teacher-Parent conferences. Parent Orientations, assemblies, and Parent workshops are often addressed in Spanish by: our Principal, Bilingual ESLteacher, and Spanish-speaking teachers in the Bilingual language Department.

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **23K155** School Name: **Nicholas Herkimer School**
Superintendent: **M. DeGovia**

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.learnndoe.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

3. 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.

The data and information we gather from completed School Emergency Contact -blue cards, UPPG ATS reports and Parent/Guardian Home Language Identification surveys will be utilized to assess language preference and provide all parents with appropriate and timely information in a language they can understand. A school-wide survey is also sent home with the students as a needs assessment tool. Our Parent Coordinator will also be consulted as to the needs of PS/IS 155 and for translations. Our Parent-Teacher Association, in collaboration with both General and Special Education teachers, will maintain an open communication and have input into this process. PS/IS 155 will ensure that Limited-English proficient parents will be provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education as stated in Regulation A-663 of the Chancellor's Regulations. The school will provide all parent notices, including regional and central notices, lunch applications, flyers, and other parent information in English and in Spanish. In the past, translation services have been provided by in-house school staff. In the future, we may make use of the Language Translation Services for low incidence language on RFP#1B440 from the Department of Education contracts or from our Department of Education central, regional, or district offices.

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

Oral Interpretations will be provided by in-house and school staff, as well as by parent volunteers. As for the majority of our English Language Learners who speak Spanish, other teachers and staff, including our Parent Coordinator, attendance office personnel, Bilingual/ESL teachers, Guidance, gym, lunch, etc. will assist in oral and written interpretation services. All school announcements and procedures are displayed in designated areas in our school to make them easily accessible to all parents. As some of our monolingual English-speaking teachers have ESL students in their classes and cannot communicate in native language Spanish to parents, Spanish translation services for parent-teacher conferences, such as Open School Night, and report cards must have authentic written Spanish comments about student progress.

Additionally, translation and interpretation support is given to parents in the following preferred languages: Arabic, French, and Haitian Creole during Open-School teacher-Parent conferences. Parent Orientations, assemblies, and Parent workshops are often addressed in Spanish by our Principal, Bilingual ESL teacher, and Spanish-speaking teachers. Our school staff is readily available to assist parents as the need arises for oral and/or written translation and interpretation.

Part B: Creating a Communications Calendar

3. 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.)

PS/IS 155 will fulfill Regulation A-663 of the Chancellor's Regulations, which establishes our procedures for ensuring that parents of ELLs have every opportunity to participate in and have access to all programs and services for our students. All parent notices, including regional and central notices, lunch applications, flyers, newsletters, calendars, parent-teacher conference announcements, after-school program information, NYS testing calendars, curriculum overview, letters from school leadership, and other parent information are disseminated every year in English and in Spanish. Additionally, during the ELL identification process, parents receive home language surveys, parent choice letters, information pack, and view the Chancellor's Video for parents of newly enrolled ELLs in a language the parents can understand. Translation services are provided by in-house school staff and through services from the New York City Department of Education Translation and Interpretation Unit.

4. 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 entire month of September will be dedicated to meeting with parents to acquaint them to their child's school expectations. Formal face-to-face meetings with parents and teachers are generally offered every Tuesday as needed throughout the school year. Additionally there are four official Parent-Teacher conferences programmed into the school year where parents meet to discuss curriculum and instruction. Both guidance counselors and attendance teachers communicate informally on the phone and in person on a daily basis with parents to discuss their child's academic progress, behavior, and attendance.

Part C: Providing Language Assistance Services

3. 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.

PS/IS 155 will ensure that Limited English Speaking parents will be provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education as stated in Regulation A-663 of the Chancellor's Regulations. The school will provide all parent notices, including regional and central notices, lunch applications, flyers, and other parent information in English and in Spanish. Additionally, during the ELL identification process, parents receive home language surveys, parent choice letters, information pack, and view the Chancellor's Video for parents of newly enrolled ELLs in a language the parents can understand. In the past, translation services have been provided by in-house school staff. In the future, we may make use of the Language Translation Services for low incidence language on RFP#1B440 from the Department of Education contracts or from our Department of Education central, regional, or district offices.

4. 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 Interpretations will be provided by in-house and school staff, as well as by parent volunteers. As for the majority of our English Language Learners who speak Spanish, other teachers and staff, including our Parent Coordinator, attendance office personnel, Bilingual/ESL teachers, Guidance, gym, lunch, etc. will assist in oral interpretation services. Additionally, the school will provide oral interpretation services to parents and guardians during Open-House meetings, Parent-Teacher Conferences, and school-community affairs. During the meetings upon arrival parents sign-in and indicate to our staff their need for translation services. Our Principal matches and assigns a pedagogue to interpret information to individual or parent cluster.

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.)

PS/IS 155 will review on a regular basis the school's language assistance needs in order to fulfill Section VII of the Chancellor's Regulation A-663, which establishes our procedures for ensuring that parents of ELLs have every opportunity to participate in and have access to all programs and services for our students. Parents receive a copy of the Bill of Rights and Responsibilities which include parent's rights regarding translation and interpretation services. The school Parent Coordinator is responsible to post in the primary entrance of the school in the target languages the availability of interpretation services. Our school safety plan includes procedures to ensure parent accessibility of translation services. We utilize

the Department of Education website to provide information, parental rights to translation and Interpretation services and instruct parents on how they can access services. Specialized bilingual pedagogues, in-house school staff, and parent volunteers will be utilized to translate and interpret information to parents and guardians through correspondence, phone, or via e-mail in order to accomplish our translation and interpretation services goals according to the Chancellor's Regulations.

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

Our Parent Coordinator will also be consulted as to the needs of PS/IS 155 and for translations. Our Parent-Teacher Association, in collaboration with both General and Special Education teachers, will maintain an open communication and have input into this process. Additionally, the data and information we gather from completed School Emergency Contact -blue cards, (UPPG) ATS reports and Parent/Guardian Home Language Identification surveys will be utilized to provide all parents with appropriate and timely information in a language they can understand. A school-wide survey is also sent home with the students as a needs assessment.

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)

We will have all parent correspondence translated into Spanish and have all school announcements and procedures displayed in designated areas making them easily accessible to all parents including limited English proficient parents. Our parent coordinator, PTA and PPC members will help monitor parental language needs and get feedback from parent surveys on the quality and availability of services. As some of our monolingual English-speaking teachers have ENL students in their classes and cannot communicate in native language Spanish to parents, there is a greater need to have Spanish translation services for parent-teacher conferences, such as Open School Night, and report cards must have authentic written Spanish comments about student progress. Additionally, translation and interpretation support is given to parents in the following languages: Arabic, French, and Haitian Creole during Open-School teacher-Parent conferences. Parent Orientations, assemblies, and Parent workshops will often be addressed in Spanish by: our Principal, Bilingual ENL teacher, and Spanish-speaking teachers in the Bilingual language Department.