

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DBN: (i.e. 01M001):**                   **19K159**

**School Name:**                       **P.S. 159 ISAAC PITKIN**

**Principal:**                             **MONICA DUNCAN**

## Comprehensive Educational Plan (CEP) Outline

**Section 1: School Information Page**

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

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

**Section 4: CEP Overview**

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

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

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

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

**Section 1: School Information Page**

**School Information**

School Name: P.S. 159K, The Isaac Pitkin School School Number (DBN): 19K159  
Grades Served: K-5<sup>th</sup> Grades  
School Address: 2781 Pitkin Avenue, Brooklyn, NY 11208  
Phone Number: (718) 277-4828 Fax: (718) 827-4531  
School Contact Person: Georgina Smith Email Address: Gsmith13@schools.nyc.gov  
Principal: Dr. Monica Duncan  
UFT Chapter Leader: Richard Martello  
Parents' Association President: Jessica Marrero  
SLT Chairperson: Cindy Kitroser  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Atalaya F. Johnson  
Student Representative(s):  
\_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 19 Superintendent: Joyce Stallings – Harte  
Superintendent's Office Address: 557 Pennsylvania Avenue, Room 201  
Superintendent's Email Address: JStalli@schools.nyc.gov  
Phone Number: (718) 240-2741 Fax: (718) 240-2751

**Borough Field Support Center (BFSC)**

BFSC: Brooklyn North Director: Ms. Bernadette Fitzgerald  
Director's Office Address: 131 Livingston Street, Brooklyn, NY 11201  
Director's Email Address: bfitzge2@schools.nyc.gov  
Phone Number: (718) 935-3954 Fax: (718)935-2382

## 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)
Dr. Monica Duncan	*Principal or Designee	
Richard Martello	*UFT Chapter Leader or Designee	
Jessica Marrero	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Atalaya F. Johnson	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	
Robert Randazzo	Member/Teacher	
Cindy Kitrosser	Member/Teacher	
Annie Dindial	Member/Literacy Coach	
Richard Martello	Member/Math Coach	
Georgina Smith	Member/ Teacher	
Adrianna Sandoval	Member/Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jeffrey McNeil	Member/Parent	
Mohammed Hossain	Member/Parent	
Jessica Marreno	Member/Parent	
Senora Mann	Member/ Parent	
Mosammet Begum	Member/ Parent	

### 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.

P.S. 159K, The Isaac Pitkin School, is a Title I elementary school (Kindergarten – 5<sup>th</sup> grade) serving, for over one hundred years, Brooklyn's East New York community. Population demographics reflect a community that is in constant flux with multiple first generation populations from Africa, Bangladesh, the Caribbean islands, and Guyana. The school student population is comprised of 45% Black, 29% Asian, 24% Hispanic, and 1% White.

Instruction is provided for General Education, Special Education (8%), English Language Learners (ELL) (13%) and English As a Second Language (ESL). The diversity of families and children asks us to be responsive to a variety of educational styles, social needs and family services. As a result, we offer bi-lingual and specialized classes, school counseling services, family health and education programs and links to many NYC city-wide resources. The foundation of all our education initiatives continues to be respect and collaboration with individual students, their families and the communities within East New York. In our 2014 Quality Review P.S. 159 achieve a Proficient rating.

Our mission statement pledges to provide our students with a comprehensive education to prepare them for college as well as for their careers. We accomplish this mission by seeing each student as an individual with unique abilities, needs and potential. Our rigorous Common Core-based academic programs are complimented by a diverse offering of the Arts (Drama, Music, Dance), Science, and Technology.

Our new and dynamic Parent Teacher Association (PTA) showed increased successes in family outreach initiatives and programs despite our on-going problem of non-participatory parents. Throughout the year the PTA offered health and academic seminars, a well-being fair, healthy fundraisers and one-on-one intervention services. Our new Parent Coordinator has already proved to be a critical link between the school and families. 80% of parents who participated in this year's city school survey positively indicated that there are strong communication channels to both teachers and school administration.

## 19K159 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05, 06	Total Enrollment	836	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population		77.3%	% Attendance Rate	91.1%
% Free Lunch		79.0%	% Reduced Lunch	0.9%
% Limited English Proficient		15.7%	% Students with Disabilities	12.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		1.8%	% Black or African American	45.0%
% Hispanic or Latino		23.5%	% Asian or Native Hawaiian/Pacific Islander	28.6%
% White		0.9%	% Multi-Racial	0.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		8.34	# of Assistant Principals (2014-15)	2
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	2.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.2%	Average Teacher Absences (2013-14)	6.52
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		21.0%	Mathematics Performance at levels 3 & 4	29.9%
Science Performance at levels 3 & 4 (4th Grade)		83.9%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			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	YES
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	YES
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		NO	Asian or Native Hawaiian/Other Pacific Islander	NO
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	YES
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	YES
White		N/A	Multi-Racial	YES
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
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.

This year our school's instructional focus is "Using Text Based evidence to Support Our Questioning and Discussion Techniques" to implement a more rigorous and consistent CCLS format for all student groups. These instructional strategies and foci were developed as a result of on-going assessments, analyses of data and an overall review of our school’s education programs. Our instructional practices for both literacy and math continue to be research-based strategies that address the needs of Students With Disabilities, English Language Learners, and other high need subgroups (e.g., overage/under-credited, SIFE, STH). Appreciating that non-fiction and fiction texts share the same language skill sets we modified reading activities for a more equal balance between the two genres.

Our school community knows that a solid literacy foundation is critical to student success. In order to demonstrate proficiency on the State test, students need to be meeting grade-level reading benchmarks from Kindergarten to 5th grade. We have selected this as a goal so that we can continue to build on our work in this area as we improve our instructional strategies and increase parental involvement in this area. NYSESLAT data and Quality Review feedback also helped form our decision establishing this goal and action plan, aligned with our instructional focus.

This year with the changes in the mandates for ELLs (CR Part 154), Former ELLs will continue to receive 90 weekly minutes of integrated ENL instruction. Currently, 29% of our FELLs score at level 3. Using this data we have established a goal for this subgroup to increase the percent of FELLs scoring at 3 or above.

Quality Review instructional strengths were listed as:

- Assessments, aligned to Common Core Learning Standards (CCLS) and curricula, are used to inform instructional modifications as well as student learning target to promote increase student achievement (2.2)
- The school aligns curricula to CCLS and content standards to provide challenging learning opportunities for all students (1.1)
- School leaders make deliberate decision and organizational modifications that advance instructional goals and support student learning. (1.3)
- School learners participate in targeted cycles of observation with identified Danielson competencies and provide constructive feedback and meaningful professional development that strengthens pedagogy.

Quality Review area of instructional improvement were listed as:

- Strengthen teaching practices for consistency that deepen students’ higher order thinking skills and promote rigor for all students. (1.2)

This year our instructional focus of "Using Text Based Evidence to Support Our Questioning and Discussion Techniques" builds on last year's skill building of strengthening questioning and discussion techniques. Our instructional practices for both literacy and math continue to be research-based with strategies that address the needs of Students With Disabilities and English Language Learners.

Our school community knows that a solid literacy foundation is critical to student success. In order to demonstrate proficiency on the state test, students need to be meeting grade-level reading benchmarks from Kindergarten to 5th grade. We have selected this as a goal so that we can continue building on our work in this area as we improve our instructional strategies and increase parental involvement in this area.

NYSESLAT data and Quality Review feedback also helped inform our decision-making around establishing this goal, and action plan, aligned with our instructional focus.

- We can determine that 40% of fourth grade students are able to ask and answer questions to demonstrate understanding of a text referring explicitly to the text as a basis for answers. (4.RI.1)
- Students are citing specifically from the text. What can be determined from the data is that students are not using (citing) enough information. We can conclude that our students often answer/respond to part of a question but not the complete question. Students do not add enough details to their responses. Students are not interpreting the relevant information and explaining/adding their own thoughts, nor are they including a clear introduction and/or conclusion.

### **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 of 2016 the percent of FELLs scoring Level 3 or above will increase by 2% due to our integrated ENL services.

### **Part 3 – Action Plan**

<b>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:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Former ELLs participate in the Title III ENL afterschool program.	Teachers Students	10/2015 - 1/2016	Teachers  Coaches
Lessons formatted with the Learning Target format (I Can) that encourages higher order thinking and student self-monitoring, assessment and reflection.	Teacher teams	9/2015-6/2016	Coaches  Teachers

MOSL Teacher Teams implemented MOSL assessments and are engaged in cycles of data driven instruction.	Teachers	9/2015 - 6/2016	Teacher teams Administration Literacy/Math Coaches
Research-based instructional programs, professional development, and/or systems and structures needed to impact change including Depth Of Knowledge (DOK) and HESS Cognitive Rigor Matrix.  Data Inquiry Team reviews baseline data for trends, assessment and end of unit data, and makes recommendations for modifications and adjustments.  <ul style="list-style-type: none"> <li>Analyze the state released questions to gain insight on what each standard requires at each grade level.</li> <li>Determine research-based strategies for supporting all students, including ELL and Students with Disabilities.</li> </ul>	Teachers	June, 2015 – Sept 2016	Administration, Literacy/Math Coaches  Teacher teams  Vendor Resources  PD team
ELL students will gain entry points into interactive lessons through scaffold supports with visual/technology aids, oral rehearsal, interactive writing and guided reading groups.	Teachers Students	9/2015 - 6/2016	School Administrators Teachers/Coaches
Remedial and intervention services support ELL students with additional support and instruction.	RTI staff Teachers		Teachers/Coaches
For Students with Disabilities, English Language Learners, and other high-need student subgroups:  <ul style="list-style-type: none"> <li>Teachers continue to refine systems regarding: gaining entry points into interactive lessons through scaffold supports in the form of visual aids, teaching implicit and explicit vocabulary, and modeling the thought process for students (think aloud).</li> <li>Teachers modify systems regarding student assessments, critique lessons and develop student rubrics and check-lists that foster independence from teachers.</li> </ul>	Teachers	March-June	School Leaders  Professional Development Team  Teachers  Literacy/Math Coaches

#### **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.

Budgeted resources leveraged to find and include programs to reach goals.

Administrative staff, coaches and teacher leaders will provide professional development, modeling and materials for staff.

- } The following items will be used: The Danielson Framework, Webb’s Depth of Knowledge, Copies of the Instructional Shifts in Literacy and Citywide Instructional Expectations, the Hess Cognitive Rigor Matrix.
- } Engage NY release questions and writing rubrics.
- } Mondays for Professional Developments and Teacher meetings.
- } Current Curriculum maps
- } Technology sites and software.
- } Vendor materials and resources.

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

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

**Part 5 – Progress Monitoring**

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

- Monthly progress reports.
- September benchmark assessments.
- February midyear assessment.
- May final assessments.
- On-going classroom assessments and testing.

**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.

PS 159K is dedicated to the success of students and is committed to providing each student the tools and experiences needed to achieve and succeed both academically and socially. Our Quality Review rating of Proficient included (1.4) Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults.

The school aims to provide a safe nurturing environment where students feel safe enough to take risks. The focus on discussion encourages students to take risks to around communicating their ideas, asking for clarification sharing their opinion. The desired outcome for students is the ability for them read and analyze texts around a topic and to formulate their own opinions. These opinions will be logical and well-supported, both in speech and writing. In math, students will be able to create viable math arguments and critique the reasoning of others.

School leaders make deliberate decisions and organizational modifications that advance instructional goals and support student learning. (1.3)

- Weekly parent conferences allow teachers and families to foster a stronger link to support clear performance expectations and work ethics that are critical to achievement and success. For those families who will not take advantage of these Tuesday meetings we will provide alternative communication links including e-mail and phone support.
- Posted expectations for achievement and success in all classrooms are prominently displayed. Routines are well understood and students are expected to comply with standards of conduct listed in the family contract agreed upon at the beginning of each school year. We recognize that consistency of school and classroom rules and policies provide students an environment that is safe and predictable. This type of environment fosters all children’s ability to focus and thrive and provides families with clearly defined guidelines.

P.S. 159 currently provides a variety of Socio-Emotional programs to ensure that each child is reached through multi-optional venues:

- } Student of the Month/ Monthly Character Education
- } The Ned Show W
- } Grade Talent Shows
- } Positive Behavior Rewards – class treats, certificates.
- } Hands-Off! Thursday (anti-bullying program)
- } Science Fair

We also rated **Proficient** on establishing a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations. this is our second year of implementing a student self-monitoring behavior plan where students are actively involved in understanding and monitoring their own growth and learning. (We anticipate student behavior will improve from year-to-year as well-adjusted behavior becomes ingrained and habitual.)

Our Remedial and Intervention services are provided to those students needing additional instructional support. This instruction is conducted by outside the classroom Resources Services and inside the classroom with small-group and one-on-one learning time with teachers. In addition, we have afterschool programs for both low and high end students to reinforce and extend learning.

The Parent Coordinator and Family Coordinator are responsible to develop trust and understanding between the school staff and families through timely communications including meetings, phone and on-line.

We recognize that chronic lateness and absenteeism are on-going problems and we are working hard with families to provide links to city and health services so children can begin their school day nourished, prepared and on time.

- Home Visits
- School-based support services
- Free breakfast and lunch
- City-service links and connections
- Parent training and health programs (Family Reading and Family Science nights, Muslim Moms, Healthy Nutrition with Cornell University)

Our dynamic Parent Teacher Association provides families with a variety of communication channels and links to the school administration and teaching staff. Additional family programs and performing arts events are being planned to foster and improve trust and understanding and better link with families to the school.

## **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.

For the school year 2015-2016 P.S. 159 will continue to implement and modify procedures and policies so that each classroom and school environment is trust-worthy, risk-free and supportive of student-directed learning, discovering and growing. This will be measured by at least 50% of the students (grades 3-5) responding positively to the Student School Survey distributed in May, 2016.

## **Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Technology will be updated and activities bookmarked for quick and easy access for both teachers and students for more effective and efficient use of resources including Ready Gen, Go Math!, laptops and SMARTBoards. Since technology supports differentiated instruction. Students will be provided different technologies (laptops and iPads) and printed resources for multiple points of entries into unit lessons.</p> <p>Teachers will take advantage of inter-school visitations and off-site professional developments and are expected to document and turn-key new skills and information to all staff upon return.</p> <p>Students are encouraged to find alternative solutions to Common Core-based STEM problems and are celebrated for doing so.</p> <p>In accordance with the Danielson Framework for Teaching, students will continue to be trained and coached to develop independent self-assessments skills and make improvements using a self-monitoring checklist and/or rubrics. This will foster a maturation and development of cognitive and instinctive analysis skills.</p>	<p>Staff</p>	<p>June-Sept 2015</p>	<p>Administration Literacy and Math Coaches Support Staff Teachers DOE technology resources Counselors</p>
<p>Collaborative teacher teams will examine student artifacts and work products weekly to identify trends, strengths and weaknesses and put in place supportive activities for all children to examine content risk-free without boundaries or set guidelines (where ever possible.)</p>	<p>Students</p>	<p>9/2015 6/2016</p>	<p>Administration Literacy Coaches Teacher Teams Cluster Teachers</p>
<p>Student programs are social/emotional based and currently include a variety of character building venues:</p>	<p>Students and Families</p>	<p>9/2015-6/2016</p>	<p>Administration Literacy and Math Coaches</p>

<ul style="list-style-type: none"> <li>o The NED Show (Yo-Yo masters)</li> <li>o Theatre (Class Action)</li> <li>o Puppetry in Practice</li> <li>o Pitkin Prancers</li> <li>o Student-Of-The-Month</li> <li>o Mutt-A-Gree (North Shore Animal League and Cesar Milan)</li> <li>o GoNoodle and Move to Improve</li> <li>o Student Talent Shows</li> <li>o Book-Of-The-Month (Character Education)</li> </ul>			<ul style="list-style-type: none"> <li>Support Staff</li> <li>Classroom Teachers</li> <li>DOE technology resources</li> <li>Counselors</li> <li>Music/Theater/Dance teachers</li> <li>Brooklyn College</li> <li>North Shore Animal League</li> </ul>
Students with emotional and social issues can participate in different programs to develop low socio/emotional skills that are impeding their learning and adjustment. Classroom are designated as "Safe to Try Zones" to encourage self-esteem and initiative.	Students	9/2015 - 6/2016	<ul style="list-style-type: none"> <li>Family Counselor</li> <li>Guidance Counselor</li> <li>Classroom Teachers</li> </ul>
Parents and caretakers are continually updated on the successes or areas of concern for their children (Tuesday Afternoon Conference, Daily/Monthly Progress Reports). Additional services will be provided upon review.	<ul style="list-style-type: none"> <li>Parents</li> <li>Students</li> </ul>	9/2015 - 6/2016	<ul style="list-style-type: none"> <li>Administration</li> <li>Teachers/Staff</li> <li>Family Counselor</li> <li>Guidance Counselor</li> <li>Parent Coordinator</li> </ul>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Budgeted resources leveraged to fund and include programs to reach goal.</p> <p>Administrative meetings and workshops.</p> <p>Classroom and out-of-classroom teachers including cluster, ENL, SETSS, RTI teachers, and related service providers.</p> <p>Technology Specialists.</p> <p>Vendor printed and hands-on program materials.</p>

After School Program to remediate and enrich students based on their needs.

Professional Development sessions

Content specific books, software and hardware for on-line resources that will enrich and supplement students' academic experiences.

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

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

**Part 5 – Progress Monitoring**

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

Monthly progress reports  
 End-of-Unit Assessments  
 Quarterly student and parent surveys  
 Parent attendance rates for special events and PTA hosted events

**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.

According to the 2014 Developmental Reading Assessment data, 62% of our 3<sup>rd</sup>, 4<sup>th</sup> & 5<sup>th</sup> grade students are below grade level expectations derived from the Fountas and Pinnell text gradient. Students are exhibiting gaps in understanding when answering critical thinking higher order comprehension questions.

In addition, demonstrating comprehension through responding to constructed response prompts are an area of weakness across grades 3 through 5. Analysis of the Grade 3 2015 NYS ELA exam reveals that our school average is 37% proficiency when responding to constructed response type questions. 3<sup>rd</sup> grade students are exhibiting the lowest performance (26%) in determining the central message or lesson and key details of the text. Results indicate that our school average is 45% proficiency in demonstrating comprehension through written responses. Our 4<sup>th</sup> grade students revealed the greatest lack of proficiency (25%) in comparing and contrasting themes, topics, and events.

The feedback from the 2014 Quality Review indicates that we must strengthen teaching practices for consistency that deepen students’ higher order skills and promote rigor for all students (1.2) Collaboration within and among teacher teams would allow for this consistency of teaching practices throughout the school. Specific areas of focus are varying entry points into the lesson to address the diverse learning styles of our students to meet their individual needs and designing activities that facilitate discourse among students to deepen comprehension and increase active engagement.

### 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.

By June 2016, 5% of our below grade level 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> graders will achieve grade level reading performance as measured by the Developmental Reading Assessment.

- Administration will provide teachers with scheduled opportunities for team and grade level collaboration
- Teachers will analyze student work and interim assessment data to adjust curriculum to better meet the needs of target student groups
- Administration and Coaches will establish norms to ensure that meetings are student centered and data driven
- Administration and Coaches will conduct professional development in the use of Close Reading Techniques (Cycle 1, Danielson 3b/c.), Data Driven Instruction protocols (Cycle 2, Danielson 3d.) and Lesson Plan Study (Cycle 3, Danielson 1e/3c.)
- Teachers will routinely evaluate student data and share best practices to inform instruction

**Part 3 – Action Plan**

<b>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:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
<ul style="list-style-type: none"> <li>• Teachers will analyze student work and interim assessment data to adjust curriculum to better meet the needs of target student groups.</li> </ul>	Lowest third of grades 3,4 and 5.	9/2015, 1/2016, 5/2016	Administration Literacy Coach Classroom teachers Content Area Specialist
<ul style="list-style-type: none"> <li>• Administration will provide teachers with scheduled opportunities for team and grade level collaboration.</li> </ul>	All Teachers	On-Going	Administration Literacy Coach
<ul style="list-style-type: none"> <li>• Administration and Coaches will establish norms to ensure that meetings are student centered and data driven</li> </ul>	All Teachers	9/2015	Administration Literacy Coach
<ul style="list-style-type: none"> <li>• Administration and Coaches will conduct professional development in the use of Close Reading Techniques (Cycle 1, Danielson 3b/c.), Data Driven Instruction protocols (Cycle 2, Danielson 3d.) and Lesson Plan Study (Cycle 3, Danielson 1e/3c.)</li> </ul>	All Teachers and Staff	On-Going	Administration Literacy Coach Vendor Resources
<ul style="list-style-type: none"> <li>• Teachers will routinely evaluate student data and share best practices to inform instruction</li> </ul>	All Teachers and Staff	On-Going	Administration Coaches

			Teachers/Staff
<ul style="list-style-type: none"> <li>Teachers will analyze student work and interim assessment data to adjust curriculum to better meet the needs of target student groups</li> </ul>	All Teachers	On-Going	Teacher Teams Coaches

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <p>Budgeted resources leveraged to fund and include programs to reach goal.</p> <p>Administrative meetings and workshops.</p> <p>Classroom and out-of-classroom teachers including cluster, ENL, SETSS, RTI teachers, and related service providers.</p> <p>Technology Specialists.</p> <p>After School Program to remediate and enrich students based on their needs.</p> <p>Professional Development sessions</p> <p>Content specific books, software and hardware for on-line resources that will enrich and supplement students’ academic experiences.</p>
---

<b>Part 4b.</b> 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	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> 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.</p> <p>Progress will be monitored in January when the next Developmental Reading Assessment benchmark will be completed. The review of our school-wide tool for tracking individual student progress in reading achievement will assist us in determining student growth and identifying critical next steps. Analysis of the data from end of unit performance writing tasks will also inform the effectiveness of target instructional strategies with our under-performing students. In addition, modifications made to lesson plans, as a result of lesson plan studies, in the component of (3c.) Student Engagement will be examined.</p>
<p><b>Part 5b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

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

### **Part 1 – Needs Assessment**

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

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.

For the 2014-2015 school year, two of the teachers at PS 159 were rated overall highly effective, and the remainder of the school was rated effective. The school has been effective at helping teachers develop and grow in the profession as evidenced by the fact that according to the Elementary School Quality Snapshot, 94% is the pass rate of this school’s former 5<sup>th</sup> graders in their 6<sup>th</sup> grade courses. In addition to this 100% of the teachers agreed on the school survey that the school administration sets clear expectations for teachers and students. The schools last quality review from the 2013-2014 school year, stated that the school was proficient in developing teacher pedagogy from a coherent set of beliefs about how students learn that is informed by the Instructional shifts and the Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners.

Based on the population of our school which includes 15.7 % ELL, 12.1% SPED, and 77% Economically disadvantaged, we need teacher who are highly trained and highly effective in order to meet the needs of the 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–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

In order to foster a shared understanding of effective pedagogical practices, we will provide targeted and differentiated professional development based on feedback from teacher observations that will elevate teacher practice, so that by June of 2016, 30% of teachers will see an increase from their first observation of one (1) level of performance in Danielson components 1e, 3b, and/or 3c.

### **Part 3 – Action Plan**

<b>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:</b> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
School leaders observe teachers, providing feedback to engage in improving instructional practice;	Teachers	09/2015-06/2016	School Administrators
An after school program for students in grades 3, 4, and 5 to remediate and enrich students who are taking the NYS exams in English Language Arts and Mathematics.	Students in grades 3, 4, 5	10/2015 through 06/2016	Teachers
Teachers and school leaders will prioritize instructional foci by narrowing the gap between what the standards describe and what students currently know and are able to do.	Students	10/2015-6/2016	Teachers and School Administrators
Teachers and school leaders will participate in rigorous data analysis to identify gaps and ameliorate trends.	Students	10/2015 through 6/2016	Teachers and School Administrators
Bi-monthly professional learning communities consisting of all teachers in grade teams.	Teachers	09/2015 through 6/2016	Teacher leaders
Bi-monthly high quality professional development for all teachers and paraprofessionals	Teachers and Paraprofessionals	09/2015 through 6/2016	School administrators
Biweekly data team meetings, consisting of administrators, coaches, and the ENL specialist to measure student progress and monitor the impact of initiatives implemented throughout the school year.	Students	10/2015-6/2016	Members of the data team
The literacy coach will work with new teachers to plan, assess, and execute highly engaging differentiated lessons.	New and High Needs Teachers	10/2015 through 6/2016	Literacy Coach
Response to Intervention and At Risk tutoring using research based programs to target specific skill deficits for students	At risk students	09/2015 through 06/2016	Various Teachers

In collaboration with school staff, the Parents Teachers Association will host a series of parent workshops designed to educate parents on how to support their children academically at home	Parents	10/2015 through 06/2016	Parents Teachers Association
Differentiated professional development for teachers based upon their needs and interests.	Teachers	09/2015 through 06/2016	School Administrators

**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.

Administrative meetings and workshops.

Classroom and out of classroom teachers including cluster, ENL, SETSS, RTI teachers, and related service providers.

Instructional Specialists.

After School Program to remediate and enrich students based on their needs.

Professional Development

Content specific books, software and hardware for on-line resources that will enrich and supplement students' academic experiences.

Pre and post unit assessments will be given to students before each unit in English Language Arts and in Mathematics

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

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

**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, 50% of all teachers will ask at least three higher order thinking questions and use at least two identifiable strategies to engage students in learning during a lesson. This will be monitored by the administrative staff and analyzed by administrators and teachers on the data team.

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

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

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

### Part 1 – Needs Assessment

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

By June 2016, we will have implemented at least two content rich monthly parent information sessions to improve parental understanding of school academic programs, state assessments (ELA, math, and Science) and initiatives as they relate to their children, particularly ELI, SSWD, and African-American subgroups.

The 2015-2016 school year has shown a strong increase in parent to school communication. 68% of parents responded to the NYC School Survey (as compared to a 49% city average) with a 17% increase in parent responses from the previous year. There was an 80% Positive Response for Strong Family-Community Ties questions.

We attribute these high statistics to the Tuesday Afternoon Parent Conferences and Tuesday scheduled time for teachers to use phone time and e-mail to communication with parents/guardians and a new strong PTA leadership. Overall our parent satisfaction response rose from the previous year, showing that we are succeeding with building parent/teach/school teams for each child.

However, we continue to be challenged to engage parents. 66% of parents responded that they have never volunteered time to support our school either in the classroom or for programs. We continue to build outreach resources, such as School Messenger, to keep absentee families in the loop.

It is in the Arts, however, where we have a large parent response and support. Since parents will come to see their child perform we are investing more time and monies to our Theatre, Dance, Art and Music programs. PS 159 continues to place strong value and commitment to the arts and student engagement in the arts has been paramount since the programs also address our mandate for engaging all children in multiple venues. Through grants, Title III funding, Parent Teacher Association programs, and outside arts program funds, our Arts curriculum has been enhanced and expanded for all students.

Despite budgetary constraints we have leveraged partnerships and grant opportunities to introduce a variety of visual and performance programs including Class Act (theatre), Pitkin Prancers (Dance) and Puppetry in Practice. We expanded programs for those students with social/emotional needs to include Respect-4-All, Mutt-i-grees (North Shore Animal League and Cesar Milan), Character Education, and No-Bullying Here!

Through grants from DonorsChoose.org most teachers now have classroom iPads and smart devices for enhanced instructional practices that can remotely link our students to museums and art opportunities. We are also planning the addition of technology-based morning and afternoon student activities and clubs and music field trips.

We also recognize the power of student art programs as a draw for parent involvement and increased event attendance. Parents have strongly encouraged and supported the arts curriculum and the administration and staff have incorporated the arts in most CORE subject areas. We we recognize how critical it is for parental understanding of our school's mission and academic goals. To encourage more parental interactive with the PTA and school staff we continue to create and put in place different kinds of programs and offerings in the arts, health and school leadership.

### Part 2 – Annual Goal

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

In order to collaborate with families as full partners in the learning and development of their children we will aggressively promote the yearly arts experiences by 30% so that by June 2016 there will be a 20% increase in parents responding Strongly Agree to the prompt, "My child's school offers a wide enough variety of courses, extracurricular activities, and services to keep my child interested in school," as measured by the New York City School Survey.

**Part 3 – Action Plan**

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <p>Reseached-based instructional programs, professional development, and/or systems and structures needed to impact change.</p> <p>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).</p> <p>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</p>	<p>Target Group(s)</p> <p>Who will be targeted?</p>	<p>Timeline</p> <p>What is the start and end date?</p>	<p>Key Personnel</p> <p>Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>The school hosts a variety of events including Open School, Family Reading Night, Student of the Month, Art Show, Winter/Spring Arts Festivals, Science Fair and Science Fun Night, and monthly PTA meetings.</p>	<p>100% of all students in K-5</p> <p>Parents</p>	<p>9/2015 - 6/2016</p>	<p>Administration</p> <p>Cluster teachers</p> <p>Special Ed teacher</p> <p>Parent Coordinator</p> <p>PTA staff</p>
<p>Parent Coordinator workshops provide information and assistance for math/science/reading programs.</p>	<p>Parents/ families</p>	<p>10/2015 - 6/2016</p>	<p>Parent Coordinator</p> <p>Outside program resources</p>
<p>School Messenger - automated telephone messaging program to keep families aware of school events, city school closings/changes, student attendance, PTA meetings and sponsored programs.</p>	<p>Parents/families</p>	<p>10/2015 - 6/2016</p>	<p>PTA staff</p> <p>School Messenger resources</p>
<p>PTA and parents actively engaged in Safety Committee, Title I Committee, and school fundraisers, and health/academic programs.</p>	<p>Parents/families</p>	<p>10/2015 - 6/2016</p>	<p>PTA staff</p> <p>Parents/families</p>

			Administration
			Teachers

**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.

Instructional and human resources used to implement strategies include:

- Administration, school staff, parents, vendor personnel/resources
- Classroom and out of classroom teachers including cluster, ESL, SETSS, and RTI teachers and related service providers.
- BFSC Support Specialists
- Brooklyn College - Puppetry in Practice
- ESL Title III Afterschool Program
- Professional Development, including with arts organizations and network workshops, in-house or out-of-school
- Parent/Guardian involvement
- Content-specific books for students and on-line resources to enrich student and family learning.
- Parent Coordinator workshops for parents/guardians

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

	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> 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 50% of all students will have engaged in art experiences during the school day (either classroom or with cluster). 30% of students will have engaged in at least one art (music, theatre, dance) program with outside art organizations/programs.

**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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Baseline and on-going assessments and test scores. Quality of student artifacts Teacher Observations	Reinforcement of basic grammar and language skills. Use of technology to reinforces weaknesses.	Individual and small group tutoring and conferencing. Home connection.	School hours. Morning and afterschool programs. Saturday Academy.
<b>Mathematics</b>	Baseline and on-going assessments and test score.	Reinforcement of reading and math strand skill sets. Small group and individual instruction. Use of technology to reinforce weaknesses.	Individual and small group tutoring and conferencing. Home connection.	School hours. Morning and afterschool programs. Saturday Academy.
<b>Science</b>	Baseline and on-going assessments, test scores. Lab performance rubrics. Science artifacts that demonstrate content understanding and personal connection.	Reinforcement of science strand skill set or content area. Small group and individual instruction. Early morning tutoring sessions.	Individual and small group tutoring and conferencing. Home connection.	School hours. Sunrise science. Saturday Academy.
<b>Social Studies</b>	Baseline and on-going assessments, test scores.	Reinforcement of social studies strand skill set and content area.	Whole group, small group.	Library and Classrooms  School hours.
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	PPT Referral documentation Official documentation	Pre-referral meetings with families for evaluations. Conflict resolution/ peer mediations. PPT referrals/ interventions At risk counseling	Weekly and monthly meetings with students and their caretakers, or families. As needed basis. Or scheduled weekly, monthly.	School hours.

## 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.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

### 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.
<p>Hiring practices, teacher assignments (e.g., total student load, effective teachers placed to close the achievement gap to promote access to college and career readiness.</p> <p>Maintain current staff: professional developments and training opportunities.</p> <p>Coordinate hiring qualified teachers through the CFN channels that provide available candidates.</p> <p>Continue working with Medger Evans College, The New York Teaching Fellows and Brooklyn College to identify new and talented teachers.</p>

#### 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>The use of staff time is structured such that teams have substantial and regular meetings to enhance and extend teacher acumen and abilities aligned with the schools' instructional goals for improved instruction that engages all students in challenging academic tasks.</p> <ul style="list-style-type: none"> <li>} Weekly whole staff meetings</li> <li>} Bi-Monthly Professional Development</li> <li>} Bi-weekly teacher team meetings.</li> <li>} Bi-monthly Leadership team meeting.</li> <li>} Vendor on-site and off-site product training</li> <li>} On-line training – vendors, NYC DOE, NY State</li> </ul>

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

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

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

**Part 4: SWP Schools Only**

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

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

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

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

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '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	644,660.00	X	Rigorous Instruction Supportive Environ.
Title II, Part A	Federal	210,026.00	X	Rigorous Instruction Collaborative Teachers

Title III, Part A	Federal	18,624.00	X	Rigorous Instruction Supportive Environ.
Title III, Immigrant	Federal	0		Rigorous Instruction Support Environ.
Tax Levy (FSF)	Local	4,156,711.00	X	Rigorous Instruction Supportive Environ. Collaborative Teachers

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

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

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

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

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

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

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

effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

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

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

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

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

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

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

---

#### **Parent Involvement Policy (PIP)**

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. **P.S. 159K**, 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. **P.S. 159K** 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;

- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

#### **School-Parent Compact (SPC)**

**P.S. 159K**, 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 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;

- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

### **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department 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>PS 159 Isaac Pitkin</u>	DBN: <u>19K159</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 type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>167</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 checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>8</u>
# of certified ESL/Bilingual teachers: <u>3</u>
# of content area teachers: <u>5</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: \_\_\_\_\_

### TITLE III Program Description

Language instruction education programs funded under Title III, Part A, of NCLB will help LEP students attain English proficiency while meeting Common Core standards. Teachers will use both English and the student's native language as support. The program is designed to include the participation of English proficient students in a model that supports language instruction. This model will allow ELLs and former ELLs to benefit from small groups instruction, buddy work and tutorial sessions with partners of the other language. The use of this model will not only foster improved instruction but also support cultural understanding and tolerance of all members of the school community. The programs implemented under Title III, Part A, will enhance and further support ELL programs required under CR Part 154. The Title III program will include three components; Saturday Academy, After School Program and the Parent/Adult Education Program.

### After School Program for ELLs

The After-School Program will have four teachers servicing three groups of ELL students. The tentative dates for the program would be the middle of January to the end of April. The groups will be organized by grade to facilitate grade specific content instruction. Two common branch teachers and one ESL/Bil. teacher will work with students in grade 3, grade 4 and grade 5. Approximately 45 students, ELLs and former ELLs will work together on Saturdays. One of the ESL/Bil. certified teachers will work with a bridge class with New-comers/Beginner students. Another certified ESL or bilingual teacher will split instructional time with the other two common branch teachers as part of the Title III Program. The students will work with the teacher to receive support in ESL/ELA, math, science and social studies common core curriculum. The program will support English language development in listening, speaking, reading and writing and facilitate high quality instruction that is content specific for each grade. In addition, students will have an opportunity to develop test-taking strategies that will support their performance at standard level. The teachers will concentrate the work/instruction in the content curriculum for the grade by reinforcing vocabulary, reading strategies and writing. The teachers will facilitate technology assisted instruction using a Smart Board and iPads purchased with Title III funds. This current classroom technology allows teachers to navigate to sites on the internet to explore topics in Science and Social Studies. Teachers are able to enhance instruction through visuals that further student understanding and support language development through UDL.

Materials will be purchased that will be used in both extended learning opportunities provided in the program including the Oxford Dictionary for the Content Areas, Books on Tape and other texts for Math and Science that will be purchased with other school funds for this program. Other materials will be purchased that will be used in both extended learning opportunities provided in the program including the Oxford Dictionary for the Content Areas. Teachers will use two computers, the Smart-Board, iPads and Books on Tape purchased with Title III funds. New-Comers, SIFE and SpEd ELL students will also use iPad equipment. The educational technology will be funded by Title III.

The teachers will work with their groups for 2 hour sessions each day on Wednesday and Thursday, from 3:00pm to 5:00pm. The program will begin in the middle of January to the end of April. There will be a total of four hours per week in a stretch of eleven and a half weeks.

### Saturday Academy

English Language Learners in grades 2-5 will have the opportunity to attend the Saturday program. Title

## Part B: Direct Instruction Supplemental Program Information

III Funding supports per-session activities and instructional supplies. There will be 3 certified Gen Ed. teachers working in the Saturday program; we will also have one Bilingual/ESL teacher pushing in where there is a Common Branch teacher. There will be three groups of approximately 20 students in each group. Each group will be for students in grades 2 through 5. The program will focus on ELA CCLS standards and UDL strategies, math CCLS standards and strategies and social studies CCLS standards and strategies. The teachers will work with ELL groups on ESL/ELA standards to prepare students for NYS assessments in the spring including; the NYSESLAT assessment, the ELA, the Mathematics test and the Science benchmark for grade 4 students.

The ESL/bilingual certified teachers will work with students on content area instruction focusing on Math, Science and Social studies in preparation for the NYS assessments and provide native language support for these students through this after school program as well as imparting instruction with ESL strategies. A technology assisted approach will be used to further support student development and understanding of content specific topics. Content area topics will frame the English as a second language instruction for ELLs while allowing former ELLs to continue and further their understanding of the second language. Teachers will use two computers, Smart-Boards and iPads to teacher lessons including vocabulary development, concepts and frame content understandings. In addition, students will work on the computers and iPads using Books on Tape purchased with Title III funds. New-Comers ELL students will also use iPad equipment. The educational technology will be funded by Title III. The teachers will work with their groups for 3 hour sessions each Saturday, from 9:00am to 12:00pm. The program will start in the beginning of March and finish at the end of May. There will be a total of six sessions for a stretch of eight weeks.

## Part C: Professional Development

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

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

Begin description here: \_\_\_\_\_

### Professional Development

Teachers involved will be trained by our school staff developers during the professional development planning meetings. Training sessions will focus on Title III program goals. Teachers will learn to implement specific strategies to work with ELLs during the Saturday Program and After School. Teachers will participate in Smart Board training to learn to fully use all the instructional features that this technology offers to teachers and students. In addition, they will participate in professional development sessions facilitated by the Assistant Principal, the ESL teacher and the Coaches/Teacher Specialist. Other Professional development includes the ELL and General Education teachers provided every Monday at the school free, or paid by other school funds

These include:

- Monday P.D. sessions with Dr. Monica Duncan, Principal (Ongoing)
- Language Acquisition (November; Ms. Augustine, NYSRBRN from NYU)
- PIP-Puppetry in Practice, ELL classes-10 PD sessions (Private benefactor). Provided by Brooklyn College; Ongoing
- Dance Program & P.D. 2 days x week all students including ELLs Grade 2 – 5
- Wonders program PDs (TBA)
- ELA/ESL standards and their alignment to core curriculum (December; Ms. Augustine, NYSRBRN from NYU)
- Universal Design for Learning (UDL) (Date unknown)
- Using the Smart Board (Date unknown)

### Part C: Professional Development

- Danielson's Framework & Questioning (Date unknown)

These Professional Developments will not incur any expense from the Title III funds; Title I funds will be use where applicable.

### 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: \_\_\_\_\_

Parent/Adult Education Program

ESL for Adults & Computer class

The third component of the Title III Program is Adult/Parent Education. Both computer education classes and ESL for parents will be offered the same day. The computer teacher and the ESL teacher, will be teaching these courses in the Spring 2015 starting at the beginning of April and finish at the end of May. The program will be 1½ hr. sessions offered for 8 weeks weeks on Fridays from 3:00 to 4:30pm. This program is offered to parents in response to the great interest in the use of computers, internet, and ESL for adults.

In addition, a variety of several workshops will be conducted to inform parents about school expectations, responsibilities and partnership. Workshops will focus on ideas to help their children to succeed in school. For any meeting or letter to parents, including Report-Cards, the school has translations available from the DOE & State website in the three major languages of the school: English, Bengali & Spanish. When no translation is available from the DOE, we have fluent staff who can translate communication to parents.

In addition to the ESL for Adults & Computer class, some other workshops are offered in the school, but not paid for with Title III funds; these will be offered during the course of this school year:

- ELA and how to help your child improve reading (PTA and Staff –After PTA meetings & other dates)
- MATH & how to help your child improve reading (PTA and Staff –After PTA meetings & other dates)
- ELL Parent information & NYSESLAT (ESL coordinator – September to June)
- Health Issues (PTA – After PTA meetings, & other dates)
- Identifying Strategies for Family Improvement (PTA – After PTA meetings, & other dates)

### Part E: Budget

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

Allocation Amount: \$17116

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	<u>\$11,989.60</u>	<u>After-School Instructional Program (K – 5)</u> <u>5 Teachers X 4 hrs/wk 7 weeks X \$50.19 hr = \$ 7,026.60</u>  <u>After-School Instructional Program</u> <u>4 Teachers X 4 hrs/wk – 11½ weeks X \$42.82 (Does Not include fringe benefits)</u> <u>16 hrs x 11.5 = 184 hrs x \$42.82 per/hr = \$7,878.88</u>  <u>Saturday Academy</u>

**Part E: Budget**

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

Allocation Amount: \$17116

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<p><u>4 Teachers x 3 hrs/wk x 6 weeks x \$42.82</u>  <u>12hrs x 6 x \$42.82 per/hr = \$3,083.04</u></p> <hr/> <p><u>Student Programs Totals \$3,083.04 (Does Not include fringe benefits)</u></p> <hr/> <p><u>Parent Involvement/Classes</u>  <u>After-school Parent activities (2 teachers X 1½ hr/week x 8 weeks x \$42.82)</u>  <u>3hrs x 8 x \$42.82 = \$1,027.68</u>  <u>Parents' Class Total: \$1,027.68 (Does Not include fringe benefits)</u></p> <hr/> <p><u>Salaries Totals: \$11,989.60 (fringe benefits and differences may be paid with other school funds)</u></p>
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	<u>0</u>	
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	<u>\$6,000.00</u>	<ul style="list-style-type: none"> <li><u>Teacher Supplemental Supplies monies (8*&amp;200 ESL classes) \$1,600.00</u></li> <li><u>Oxford Dictionary for the Content Areas \$700.00</u></li> <li><u>NYSESLAT practice books \$2,995.00</u></li> <li><u>Books on Tape \$200.00</u></li> <li><u>2 iPad Air 4th Generation 16g \$800.00</u></li> <li><u>2 Jensen Cassette/CD player \$65.00</u></li> <li><u>4 Over-The-Ear Headphones</u></li> <li><u>Sony-ZX (4*\$20): \$80.00</u></li> <li><u>1 Laptop Lenovo</u></li> <li><u>Computer \$800.00</u></li> <li><u>Materials &amp; Supplies Totals: \$6,000.00</u></li> </ul>
Educational Software (Object Code 199)	<u>0</u>	<u>0</u>
Travel	<u>0</u>	<u>0</u>
Other	<u>0</u>	<u>0</u>
<b>TOTAL</b>	<b><u>\$17,989.60</u></b>	

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: 19K159 School Name: Isaac Pitkin  
Superintendent: .StallingHarte

### 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](http://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.

When a child is admitted to our school a Parent/Guardian Home Language Identification Survey (HLIS) is required to be filled out so that our school has appropriate information about the language spoken at home. This data helps the school to service parents and insure that all parents are provided with appropriate and timely information in a language they can understand. The "Blue Cards" (emergency Contact) also have information about the language preference of the parent. For parents of ELLs, we also use the Parent Survey and Program Selection Form to find the language preference. Also, the Elementary School Cumulative Record has the parent's home language. To easily access the home languages of the school, an ATS report is ran.

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.

English  
Bengali  
Spanish  
Hatian Creole  
French  
Chinese  
Romanian  
Tagalog

## 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.)

•19K159 identifies documents to all, or substantially all parents within the school containing written information regarding their child's education, including, but not limited to:

- Registration documents
- Standards & performance (e.g. standard text on report cards)
- Conduct, safety & discipline;
- Special education and related services and
- Transfers& discharges
- After school letters
- Teacher's notes to parents (some)
- Parent meetings
- general grade curriculum letter
- Letters for future parent meetings

•19K159 always provides an in-house school staff member or parent volunteer to help translate written documents to parents determined to be in need of language assistance services. Most of the above documents are already translated by the Board of Education. Phone calls are followed with the protocol as the written communications.

• 19K159 will provide an in-house school staff member or parent volunteer to translates such communication in a timely manner, in each of the main languages in our school and make such translations available to the parents.

- English, Bengali and Spanish are the most common languages in our school.  
If a need presents itself for a translation in a language that the school does not have peronnel available, the DOE's Translation and Interperatation will be called.

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.

•19K159 has an in-house staff to orally interpret to communicated to all, or substantially all parents within the school containing critical information regarding their child's education, including, but not limited to:

- Registration
- Conduct, safety or discipline meetings
- Parent/Teacher conferences (as scheduled by the DOE) (translated by staff members)

- PTA meetings (every other month)
- Calls from Guidance or SpEd office, a translator is present (a staff member)
- Teacher calling a parent, a translator is present (a staff member)
- Yearly mandated meeting with parents of ELLs

### **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.

19K159 will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification for translation and interpretation services:

- 19K159 will provide each parent whose primary language is a covered language (i.e. Bengali, Spanish) and who requires language assistance services with written notification of their rights regarding translation and interpretation services in the appropriate covered languages, and instructions on how to obtain such services
- 19K159 posts in a conspicuous location near the primary entrance to our school a sign in each of the covered languages indicating the office/ where a copy of such written notification can be obtained
- 19K159 school's safety plan contains procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers.
- If our school has more than 10 % of parents speaking a language which is neither English or a covered language, then we would ask for translations and interpretation services from the Translation and interpretation Unit at the Department of Education.
- The Department's website provides information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services. This information is made available to parents usually by in-house staff.

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.

For the most part we provide in-house translation from staff members in Spanish and Bengali. The teachers are aware of the Translation and Interpretation unit services if there is a language that they cannot find a translator for.

### **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.)

The LAC provides the teachers previous to the Parent Teacher conferences or other events with the phone numbers available to call and receive translation over the phone during conferences (T&I brochure). Staff is also available to interpret in Spanish and Bengali.

## **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

The school and the LAC provides translations that are available on the DOE website and/or the NYS website. The school also provides: the Parents' Bill of Rights, Guides to Language Access, Language ID's at the security desk and Main Office, Welcome poster

## **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)

After workshops and meetings surveys may be provided. The school uses the Parent Survey from the city to find the highlights of the school and what the school needs to work on as well.

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **19K159** School Name: **Isaac Pitkin**  
Superintendent: .

### 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](http://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.

When a child is admitted to our school a Parent/Guardian Home Language Identification Survey (HLIS) is required to be filled out so that our school has appropriate information about the language spoken at home. This data helps the school to service parents and insure that all parents are provided with appropriate and timely information in a language they can understand. The "Blue Cards" (emergency Contact) also have information about the language preference of the parent. For parents of ELLs, we also use the Parent Survey and Program Selection Form to find the language preference. Also, the Elementary School Cumulative Record has the parent's home language. To easily access the home languages of the school, an ATS report is ran.

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.

English  
Bengali  
Spanish  
Hatian Creole  
French  
Chinese  
Romanian

## 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.)

•19K159 identifies documents to all, or substantially all parents within the school containing written information regarding their child's education, including, but not limited to:

- Registration documents
- Standards & performance (e.g. standard text on report cards)
- Conduct, safety & discipline;
- Special education and related services and
- Transfers& discharges
- After school letters
- Teacher's notes to parents (some)
- Parent meetings
- general grade curriculum letter
- Letters for future parent meetings

•19K159 always provides an in-house school staff member or parent volunteer to help translate written documents to parents determined to be in need of language assistance services. Most of the above documents are already translated by the Board of Education. Phone calls are followed with the protocol as the written communications.

• 19K159 will provide an in-house school staff member or parent volunteer to translates such communication in a timely manner, in each of the main languages in our school and make such translations available to the parents.

- English, Bengali and Spanish are the most common languages in our school.

If a need presents itself for a translation in a language that the school does not have peronnel available, the DOE's Translation and Interperation will be called.

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.

•19K159 has an in-house staff to orally interpret to communicated to all, or substantially all parents within the school containing critical information regarding their child's education, including, but not limited to:

- Registration
- Conduct, safety or discipline meetings

- Parent/Teacher conferences (as scheduled by the DOE) (translated by staff members)
- PTA meetings (every other month)
- Calls from Guidance or SpEd office, a translator is present (a staff member)
- Teacher calling a parent, a translator is present (a staff member)
- Yearly mandated meeting with parents of ELLs

### **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.

19K159 will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification for translation and interpretation services:

- 19K159 will provide each parent whose primary language is a covered language (i.e. Bengali, Spanish) and who requires language assistance services with written notification of their rights regarding translation and interpretation services in the appropriate covered languages, and instructions on how to obtain such services
- 19K159 posts in a conspicuous location near the primary entrance to our school a sign in each of the covered languages indicating the office/ where a copy of such written notification can be obtained
- 19K159 school's safety plan contains procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers.
- If our school has more than 10 % of parents speaking a language which is neither English or a covered language, then we would ask for translations and interpretation services from the Translation and interpretation Unit at the Department of Education.
- The Department's website provides information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services. This information is made available to parents usually by in-house staff.

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.

For the most part we provide in-house translation from staff members in Spanish and Bengali. The teachers are aware of the Translation and Interpretation unit services if there is a language that they cannot find a translator for.

### **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.)

The LAC provides the teachers previous to the Parent Teacher conferences or other events with the phone numbers available to call and receive translation over the phone during conferences (T&I brochure). Staff is also available to interpret in Spanish and Bengali.

## **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

The school and the LAC provides translations that are available on the DOE website and/or the NYS website. The school also provides: the Parents' Bill of Rights, Guides to Language Access, Language ID's at the security desk and Main Office, Welcome poster

## **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)

After workshops and meetings surveys may be provided. The school uses the Parent Survey from the city to find the highlights of the school and what the school needs to work on as well.