

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

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

**23K184**

**School Name:**

**P.S. 184 NEWPORT**

**Principal:**

**LISA LINDER**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: The Newport School School Number (DBN): 23K184  
Grades Served: PK-8  
School Address: 273 Newport Street  
Phone Number: (718)495-7775 Fax: (718)385-4655  
School Contact Person: Lisa Caldwell-Linder Email Address: Llinder@schools.nyc.gov  
Principal: Lisa Caldwell-Linder  
UFT Chapter Leader: Denise Huggins  
Parents' Association President: Felicia Robinson  
SLT Chairperson: Samantha Holmes  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Samantha Holmes  
Student Representative(s):  
\_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 23 Superintendent: Mauriciere de Govia  
Superintendent's Office Address: 1665 St.Marks Avenue  
Superintendent's Email Address: MDegovia@schools,nyc.gov  
Phone Number: 718-240-3677 Fax: 718-385-3768

**Borough Field Support Center (BFSC)**

BFSC: Brooklyn North Director: 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)
Lisa Caldwell-Linder	*Principal or Designee	
Denise Huggins	*UFT Chapter Leader or Designee	
Felicia Robinson	*PA/PTA President or Designated Co-President	
Stephanie Rouse	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Felicia Robinson	Member/Parent	
Samantha Holmes	Member/SLT Chairperson	
Elsie Maysonet	Member/ UFT	
Constance Walker	Member/UFT	
Yvette Lewis	Member/UFT	
Denise Rouse	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Ms.Stokely	Member/Parent	
Mr. Innis	Member/ Parent	
	Member/	

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

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

#### **Strong Schools, Strong Communities**

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

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

#### **The Framework for Great Schools and CEP Development**



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

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

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

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<b>Supportive Environment:</b> 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.

At PS 184 rigor is creating an environment where high expectations for all students are prioritized and we provide the students with the skills and motivation needed to support them in developing the qualities and skills necessary to enroll, persist, and succeed in college and careers.

In our building, rigor is continuous and ongoing in teacher development focusing on supporting all students to meet the Common Core standards. The principal and two assistant principals conduct short frequent observations as well as informal and formal observations and provide teachers with formative feedback and professional development to support improved practice. We have selected specific competencies relevant to teachers' developmental needs and that most support implementation of the Common Core standards - Charlotte Danielson's Framework for Teaching.

Our major focus for this year is that all staff and students at P.S. 184 will engage in a coordinated whole-school effort to have all students show growth in reading comprehension and the ability to demonstrate knowledge through effective, critical questioning and text-based discussions across the curricula through the implementation of a set of shared practices in literacy instruction.

Our school provides a broad and compelling curriculum that enhances student learning across the subjects. The school is creatively utilizing innovative curriculum programs that align with its goals to challenge students to think more critically. To go above and beyond the regular core curricula, we utilize various computer programs to enhance reading and math and incorporate the arts project-based, theme-based and performance-oriented instruction. Our curriculum is aligned to the key State Standards. We have fully embraced the New York City curriculum in Grades K-8 ELA and Math.

These are the programs we utilize:

- Ready Gen (Grades K-5) - This common core aligned reading program is used in Grades K-5 and teachers are continuously adapting and refining their lessons using depth of knowledge to meet the needs of all the learners in their class. Grade teams collaborate to develop and design assignments, assessments, tasks, projects and anticipated outcomes that are aligned through the grade. Teachers are highly committed to working with students to identify individual goals for improvement, differentiate instruction, improve learning and align lesson planning to the Shifts in Literacy. Detailed curriculum maps and calendars are created to provide teachers with the objectives, skills, and differentiation ideas.
- Code X (Grades 6-8) – This common core aligned reading program is used in Grades 6-8 and teachers are continuously adapting and refining their lessons using depth of knowledge to meet the needs of all the learners in their class. Teachers integrate authentic, complex grade-level nonfiction and literary text types, whole- and small-group teaching, classroom routines for developing academic discourse, instruction to meet students at different levels, and rigorous writing tasks and projects. Detailed curriculum maps and calendars are created to provide teachers with the objectives, skills, and differentiation ideas.
- MyOn Reader - This program is a reader which is a complete literacy program providing access to thousands of enhanced digital books, recommending content by interest and reading level. This is used in Grades 2-8 in conjunction with guided/independent reading.
- Go Math (Grades K-5) - This common core aligned math program is being used in Grades K-5 and teachers are continuously adapting and refining their lessons ensuring they are aligned to the Shifts in Math. Detailed curriculum

maps and calendars are created to provide teachers with the objectives, skills, and differentiation ideas. The pacing of the program allows for more depth, so the teachers have more time to teach for understanding. Go Math develops conceptual understanding through daily problem-solving and step-by step Visual Learning and it offers the right amount of support and challenge for every student.

- CMP3 (Grades 6-8) - This common core aligned math program is being used in Grades 6-8 and teachers are continuously adapting and refining their lessons ensuring they are aligned to the Shifts in Math. The teachers are working to help the students' reason and communicate proficiently in mathematics. Teachers encourage the use of vocabulary, forms of representation, materials, tools, techniques, and intellectual methods of math to solve problems with reason, insight, inventiveness, and technical proficiency. Detailed curriculum maps and calendars are created to provide teachers with the objectives, skills, and differentiation ideas.

We have become a Learning Partner School (LPP) for the first time this year. Through this program, we have had the opportunity to visit our host school to observe and begin to implement some of their strong practices in reading development. Our focus is on student engagement in reading and through these collaborative visits, the teachers have adopted some of the observed practices and have shared them with their colleagues through inter-visitations. We have worked very closely with our host school to understand the systems and structures developed in their school to improve outcomes for our students.

As an administrative cabinet we take weekly instructional walks to look for evidence of our instructional focus across grade bands in the building. As a result, we provided our teachers with explicit professional development in the execution of ReadyGen, GO Math, CMP3 and CodeX Lessons. We continue to monitor the implementation of our chosen Curriculums through informal walkthroughs and observations, providing teachers with feedback both informally and formally. To further enhance our instructional coherence in the all classes, all elementary classes have ReadyGen and GO Math Concept boards visible so both students and visitors can reference them for the essential understanding for the current unit.

Our administrators and teachers are continuously taking a critical look at the current educational programs to help the school define implications for the changes that need to be considered. This leads to the development of educational priorities in support of the school's vision. Once priorities are established, they are further defined by the development of specific annual goals and measurable objectives, and action plans that will translate into observable, effective strategies to improve student achievement. Carrying out these assessments, analyses, and planning tasks, and the activities decided upon, becomes the work of improving the school. Budgetary resources and other organizational decisions are then aligned to the schools long term goals.

## 23K184 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	559	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	12	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	5	# Drama
# Foreign Language	3	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	89.3%	% Attendance Rate	87.9%	
% Free Lunch	92.1%	% Reduced Lunch	2.6%	
% Limited English Proficient	2.5%	% Students with Disabilities	17.3%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.4%	% Black or African American	77.6%	
% Hispanic or Latino	21.0%	% Asian or Native Hawaiian/Pacific Islander	0.4%	
% White	0.7%	% Multi-Racial	N/A	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.19	# 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)	8.2%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)	7.43	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	12.2%	Mathematics Performance at levels 3 & 4	19.9%	
Science Performance at levels 3 & 4 (4th Grade)	67.3%	Science Performance at levels 3 & 4 (8th Grade)	23.4%	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	92.9%	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A	
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	N/A	
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	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	N/A	
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	YES	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	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.

According to our Quality Review feedback Instruction and Curriculum was identified as an area of focus for our school. It was identified that the needs of our Students with Special Needs and our English Language Learners were not being properly identified and instruction was not evident across grades as being designed appropriately to address their needs. Additionally, based on the Framework for Great Schools there was not equity of access to both curriculum and instructional strategies. Historical performance data has indicated that our Students with Special Needs and our English Languages Learners are not demonstrating or improving towards proficiency at the same rate as those of our General Education Students.

### Part 2 – Annual Goal

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

By June 2016, there will be a 10% increase of students in Grades 3-8 with IEPs or identified as English Language Learners achieving at or above proficiency level, as measured by the 2015-2016 New York State English Language Arts exam.

### 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 Rigorous Instruction and the Common Core 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>All students who are in Self-Contained Classes will receive a beginning of year assessment. Students will be identified based on their reading levels.</p> <p>Students will be divided between into groups based on their reading proficiency levels</p> <p>Teachers will administer Wilson based Literacy lessons using Wilson materials and lesson format, based on student initial assessment</p>	<p>Students who are reading below grade level</p>	<p>Beginning September 2015 and ending June 2015</p>	<p>-Wilson Licensed Teachers implementing Wilson Lessons</p>
<p>Students performance will be monitored and reviewed with teachers to monitor student performance or lack and review instructional strategies being employed.</p>	<p>Students who are reading below grade level</p>	<p>Beginning September 2015 and ending June 2015</p>	<p>Administrators reviewing student performance data</p>
<p>Teachers will engage in ongoing cycles of professional development, beginning with Developing and Maintaining a Data Driven Culture. In conjunction with our 6 week cycle of analyzing the interim assessment results teachers will identify the gaps and be provided with resources and strategies to the close the gap. Weekly and monthly data meetings will be held to ensure the re-teaching of content that was not mastered. A heavy emphasis will be placed on developing differentiated tasks as per the results of F&amp; P and Performance Series assessments. Teachers will also have the opportunity to engage in Uncommon Schools Professional Development series "Great Habits, Great Readers: An Elementary Reading Workshop" and "Close Reading: A Middle School Reading Workshop".</p>	<p>All teachers</p>	<p>Beginning September 2015 and ending June 2015</p>	<p>Teachers and administrators</p>

**Part 4 – Budget and Resource Alignment**

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

Selected teachers will be sent for a three day Wilson Learning Institute between April 2015 and June 2015. Teachers will identify the students in the focus group that would benefit most from this type of remediation. For the 2015-2016 the schedule will be modified so that the Wilson Trained teachers can all provide Wilson Instruction at the same time, thus providing differentiated instruction to the students based on their pre-assessment performance level. Additionally these teachers will be provided with common planning time to review student progress and performance in the program.

**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>		<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>		<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.

Students will be regrouped as performance data is reviewed to ensure continued progress for students in the target group.

Continued monitoring of student performance through the analysis of post assessments as students move from one level to the next. A six week cycle of monitoring will be employed to ensure that student progress is reviewed and groups are restructured as needed to ensure maximum impact on students' individual needs.

**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.

As an administrative cabinet we conduct weekly instructional walks to look for evidence of our instructional focus across grade bands in the building. As a result, we provided our teachers with explicit professional development in the execution of ReadyGen, GO Math, CMP3 and CodeX Lessons. We continue to monitor the implementation of our chosen Curriculums through informal walkthroughs and observations, providing teachers with feedback both informally and formally. To further enhance our instructional coherence in all of the classes, all elementary classes have ReadyGen and GO Math Concept boards visible so both students and visitors can reference them for the essential understanding for the current unit. In addition to daily Common Core aligned instruction we have partnered with Green Generations which will support students social emotional growth. Green generations will be housed at 184 2 times per week and will empower students with life skills, healthy self esteems and emotional nurturance. To promote a strong school community, every morning all cohorts Pk-2, 3-5, 6-8 engage in morning circle whereby our school motto and core values are chorally recited. Via our middle school extended day program our CBO has increased the extra curricular offerings as we have begun a marching band. Lastly, our middle school students will participate in the Young Debaters Competition in December as they are being provided with the necessary debate skills via thier Social Studies and ELA teachers.

As per our most recent School Quality Review- "The school’s professional development plan reveals that all teachers receive ongoing training in both planning and delivering rigorous instruction and implementing social\emotional learning initiatives. Along with training in topics such as effective questioning and using assessment in instruction, teachers receive training to implement a Positive Behavior Intervention Support program designed to improve students’ social emotional learning skills across grades. Through grade team meetings, staff conferences, study groups and inter-visitations, including visits to a host school as part of the Learning Partners’ Program, teachers are supported by peers, including model teachers, coaches and administrators, in planning lessons that align to school wide instructional expectations".

To continuously enhance and maintain a a school culture where students feel safe, supported and challenged by their teachers we have implemented "Morning Circle". During our school wide morning circles our school motto along with our core values of being respectful, responsible and ready to learn are recited to as a reminder of expectations throughout the day. During morning circle students are recognized for good citizenship and compliance with our core values.

### Part 2 – Annual Goal

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

By June 2016, as an integral element of the Framework for Great Schools rigorous instruction has to be an anchor to ensure student achievement, to that end, by June 2016 all curriculum maps will be aligned to the CCLS in all subjects and will be reviewed 3x times during the year.

**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>• 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 Supportive Environment in order to support their children at home.</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>Beginning in June 2015, teachers will meet in grade teams to review existing plans to ensure that plans included, opportunities for differentiation for Students with Disabilities, enrichment for proficient students, and Modifications for English Language Learners</p>	<p>-Proficient Students</p> <p>-Students with disabilities</p> <p>-English Language Learners</p>	<p>June 2015- May 2016</p>	<p>-Model Teachers to lead instructional teams</p> <p>-Teachers to develop curriculum maps</p> <p>-Administrators to review plans for instructional coherence.</p>
<p>Monthly Newsletters will be sent home to inform parents of units, themes and strategies that can be employed to ensured that parents aware of the instructional demands of the curriculum for all students, as well as how parents can support students in the academic development.</p>	<p>-Proficient Students</p> <p>-Students with disabilities</p> <p>-English Language Learners</p>	<p>Monthly September 2015- June 2016</p>	<p>All staff</p>
<p>In December 2015 teachers will meet in grade teams to review current instructional practices and the impact that the current curriculum had on student performance and progress.</p>	<p>-Proficient Students</p> <p>-Students with disabilities</p>	<p>December 2015</p> <p>March 2016</p> <p>June 2016</p>	<p>-Teachers to review student performance data from ongoing assessments</p> <p>-Administrators to have midyear conversations where student performance is review and discussed.</p>

	-English Language Learners		

**Part 4 – Budget and Resource Alignment**

<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.											
Use of Tuesday professional work time to review ongoing student performance data as well as develop Monthly Parent Newsletters. SBO vote for student non-attendance day to review curriculum maps and unit pacing, as well as student performance data. Hire substitute teachers so that grade teams and have full day planning sessions.											
<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		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**

<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.
By February 2016, there will be a 20% decrease in the number of incidents in the Online Occurrence Reporting System resulting in suspensions compared to the number of incidents the same time last year.
<b>Part 5b.</b> 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.

We have become a Learning Partner School (LPP) for the first time this year. Through this program, we have had the opportunity to visit our host school to observe and begin to implement some of their strong practices in reading development. Our focus is on student engagement in reading and through these collaborative visits, the teachers have adopted some of the observed practices and have shared them with their colleagues through inter-visitations. We have worked very closely with our host school to understand the systems and structures developed in their school to improve outcomes for our students. We will continue develop a program that allows for weekly common planning as it was a common practice during the 2014-2015 school year. In the upcoming school year an increase in vertical teacher team meetings will be programmed.

### 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 75% of our teachers will have participated in the full cycle of intervisitation as evidenced by their professional development logs for a specified content of their choice. Advance data from 2014-2015 will be reviewed during Initial Planning Conferences, Teachers will set goals to improve in the three components in which they obtained the lowest overall score. During classroom visits and observations a focus will be placed on these components to ensure adequate progress towards developing and maintaining "highly effective" and or "effective" ratings in identified components.

### Part 3 – Action Plan

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <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>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Initial teacher professional learning self assessment surveys will be administered to gauge an assessment of individual teacher needs. Based on the results, professional learning sessions will be tailored to accommodate differentiated teacher learning. A wide array of professional learning resources will be utilized, such as videos from Office of Teacher Effectiveness, Uncommon Schools training and DOE's Teacher Page.</p>	<p>All teachers</p>	<p>September 2015- June 2016</p>	<p>LPP Model Teacher Model Teachers Grade Leaders Administrators</p>
<p>Carefully analyze and review Advance data to group teacher needs as per the component that yields ineffective or developing ratings.</p>	<p>All teachers</p>	<p>October 2015-June 2016</p>	<p>Administration</p>
<p>Based on Advance data as well as informal walkthrough we will begin the intervisitation cycle to promote best teaching practices throughout the building leading instructional coherence.</p>	<p>All teachers</p>	<p>October 2015-June 2016</p>	<p>Administration</p>

**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>Use of LPP allocation to provide per session for after school professional learning, inter-district intervisitations and per diem substitutes.</p>											
<p><b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		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><u>By February 2016 75% of teachers would have engaged in at least one intervisitation and LPP Teacher Leaders, Model Teacher and Peer Collaborative Teacher would have led at least 2 professional development sessions based on an area of need.</u></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.

As per the most recent School Quality Review report-" A staff handbook and weekly memoranda are among the tools used to communicate high expectations to all staff. A weekly newsletter, "The Linder Ledger" and a "Weekly Updates" handout inform all staff of deadlines and expectations linked to the targeted components of the Danielson's Framework, the school's instructional focus and weekly professional development activities. Data reporting sheets and templates for analyzing student work further specify the expectations related to teachers' approach to planning and teaching. Teachers shared that they are expected to create a student centered classroom environment, collaborate on best practices to improve their pedagogy and implement differentiated instruction that improves achievement by all students. Administrators use conference notes, reviews of unit and daily lesson plans, feedback from observations, analyses of student work and other data to hold staff accountable for meeting these expectations".

### **Part 2 – Annual Goal**

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

By June 2015, leadership will use the Advance data from the Danielson Framework for Teaching to make informed decisions about professional learning opportunities that will result in 85% of teachers rating effective and highly effective for component 3c. Engaging Students in Learning

### **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>Strategies to promote parent leadership and engagement as a key lever for school improvement.</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>Continued partnerships with host school and partner school via the Learning Partners Program, whereby, our Learning Partners Program focus can be continuously visited during ongoing monthly collaborations.</p> <p>A more structured assessment cycle aligned with weekly and monthly data meetings will be implemented to assist teachers with identifying gaps in student mastery. Teachers will be supported with developing lesson plans to re-teach the standards and necessary skills to meet the individual needs of all students including English language learners and students with disabilities.</p> <p>An ongoing cycle of observations and immediate feedback will support teachers with achieving effective and highly effective ratings at the same time increasing positive student outcomes. Our school wide instructional focus(students will engage in rigorous content through well designed learning tasks and instruction to meet their individual needs), alignment with the Common Core State Standards and effective and high effective attributes as per the Danielson's Framework for Teaching rubric are "look fors" during informal and formal observations, as well as, administrative walk-throughs.</p> <p>In addition to the dedicated time for parent engagement every Tuesday, our Parent Coordinator will continue to facilitate monthly parent "rap" sessions to ensure their concerns are addressed. Our Community Learning Schools Resource Coordinator will work closely with parents to ensure the services needed as per the completed needs assessment are provided. For example, Health Fairs, dental services for our students, partnership with CUNY for Pre-K parents and access to free books. Also collaborating with the</p>	<p>All Teachers</p>	<p>July 2015- June 2016</p>	<p>LPP Team Members  Administration</p>

PTA and recognizing student achievement during PTA meetings will promote increase parent engagement.

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**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.

Mondays during contractual professional learning sessions, as well as, Tuesdays during other professional work time.

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

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	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 80% of the teachers who received a "developing" rating in component 3c during the 2014-2015 school year will have received "effective" ratings in component 3c.

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

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

**Section 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.

As per the most recent School Quality Review report - "A monthly family calendar and grade specific newsletters communicate to parents, the school’s expectations for their children’s academic achievement and personal development. Parents stated that expectations are also outlined via letters sent home, as well as through phone calls and emails from teachers. One parent added that the school sends invitations for families to visit the school to review their child’s progress, via one to one meetings with the teacher on Tuesdays and invites families to attend monthly “Rap” sessions facilitated by the Parent Coordinator on Saturdays. All families can also access MyOn , an online program, to check on their children’s progress towards the school’s expectations, including the expectation that all students read “at least 30 books”. Further, information sessions on transitions to the next grade and/or high school, and workshops on math, homework, and Common Core Standards, further support the bridge from school to home and link day to day school experiences to college and career readiness skills. As per the data in the School Quality Guide 20% of our students did not respond positively to questions about a supportive environment. A stronger emphasis must be placed on increasing this percentage, thus we have expanded our PBIS program to reflect the nomination of Student of the month. Our district has placed a heavy emphasis on the " Big 3"- developing a community of readers, writers and mathematicians. We have embraced the "Big 3" by recognizing a Reader, Writer, Mathematician and Scientist of the month. We have also extended our elective course offerings with an emphasis on the arts, whereby Pre-K and K students are learning how to play various musical instruments; elementary and middle school students are being exposed to visual arts and various dance genres. Via our Extended Day CBO we have begun a Middle School Marching Band. Lastly, our middle school students have the opportunity to participate in the Young Debaters Program Debate Competition in December.

### Part 2 – Annual Goal

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

By June 2016, the school will develop a more collaborative partnership with families, as measured by a 10% increase in parents who agree or strongly agree on the School Culture section of the NYC School Survey.

### Part 3 – Action Plan

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <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 stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Monthly calendar, monthly grade level parent newsletters and School Messenger phone notification system.</p> <p>As a Community Learning School via our Resource Coordinator we are actively promoting physical and mental well-being for academic success through several initiatives and partnerships. For example beginning in January our 2nd grade students will engage in the Family Health Challenge whereby a doctor will visit their classroom over a six week period and provided them with a wide array of lessons promoting healthy habits for them and their family.</p> <p>Monthly workshops coordinated by the P.T.A. and Parent Coordinator will be held based on the needs of the parents, in addition to workshops promoting academic success.</p>	<p>Parents  Students</p>	<p>September 2015-June 2016</p>	<p>Parent Coordinator  CLS Resource Coordinator  Administration  Teachers</p>

**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>Parent Coordinator designated funding, funding provided via the UFT to support Community Learning Schools initiatives, Tax levy and Title I SWP</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		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, there will be a 20% increase in the number of parents attending monthly PTA meetings and workshops.

**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>	Students reading one or more grade levels behind as evidence by F&P data for grades K-5 and performance series for grades 6-8.	-Wilson Learning  -Foundations  -Words their way	-Small group  -One to one  -Tutoring  As needed by student ability.	During the school day and afterschool as determined by student need and budgetary constraints.
<b>Mathematics</b>	Students performing one or more grade levels behind as evidenced by ongoing GO Math Assessments and baseline Performance Series Data.	-GO Math remediation strategies  -Supplemental Instructional Materials	-Small group  -One to one  -Tutoring  As needed by student ability.	During the school day and afterschool as determined by student need and budgetary constraints.
<b>Science</b>	We have a science cluster who services all children in grades 3-5. They meet weekly to plan their lessons and to create tiered tasks for students as needed, in order to give students additional support.	CCLS aligned Science text books, plus additional supplemental materials for hands-on activities. Teachers incorporate the same Close Reading strategies as classroom teachers.  Materials such as: National Geographic, Weekly News, Discovery.com, Learning A-Z and a variety of websites are used as instructional resources. This is in addition to the science core	The Science teacher uses whole class and small group instruction to ensure students are able to successfully comprehend the text.	Service is provided weekly during the school day.

		materials. Hands-on activities are an integral part of the units of study.		
<b>Social Studies</b>	<p>Social studies is covered within the literacy block by teachers, all students receive this instruction. Students who are identified as struggling readers through F &amp; P</p> <p>Materials are aligned to CCLS using Close Reading strategies.</p>	The use of a variety of complex non-fiction text, and in-depth units of study surrounding social studies based topics are embedded into curriculum maps.	Small group instruction	<p>Service is provided daily during the school day.</p> <p>2014-15 CEP 23</p> <p>benchmarks receive additional scaffolding to support their learning</p>
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Crisis intervention team identification based on both OORS data and teacher referrals.	<p>-Life Space Crisis Counselling</p> <p>-Overcoming Obstacles</p>	<p>-Small group</p> <p>-One to one</p> <p>As needed by student ability.</p>	During the school day and afterschool as determined by student need and budgetary constraints.

## 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>Teaching assignments are designed with the intent to bridge the achievement gap thereby increasing student achievement and learning. Model Teachers and Lead teachers are provided with professional learning opportunities to ensure that their pedagogical practices reflect recent trends and proven practices. This information is then differentiated and disseminated to the staff during Professional Development (PD) Monday or "Lunch &amp; Learn" for varying levels of teacher experience. In addition to this differentiated PD, all first year teachers have mentors that serve as guides that help them to be successful from the start.</p> <p>Additionally, Model Teachers will assist with inter-visitations both within the school and to partner schools within the district to identify best practices and help develop teacher pedagogy in the building. Teachers participating in the inter-visitations and outside professional development will professional learning sessions catered to the needs of their grade colleagues. Strategies for retention are inclusive of building capacity within. Teacher leaders lead professional development sessions and are also provided with actionable feedback to continuously master the craft of leading adult professional development.</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>Professional development combined with collaboration is at the core of increasing our students' capacity. Teacher teams are afforded numerous opportunities to meet ranging from Professional Development Mondays, weekly teacher team meetings, Lunch and Learns, per session activities, bi-monthly leadership team meetings, on-site consultant training, and off-site staff training. These meetings are structured so that teachers' professional responsibilities are aligned with the school's instructional goals, thereby focusing teacher time on instructional work and data analysis and resulting in improved instruction that engages all students in rigorous academic tasks.</p>

### 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.).

As Community Learning School via the support of the UFT in collaboration with AFT and First Books, PS\IS 184 has the opportunity to participate in a the pilot program T2K. T2K(Transitioning to Kindergarten) was piloted in our school during the 2014-2015 school year with a heavy emphasis on fostering literacy and numeracy skills, as well as, socio-emotional development. During the celebration of the pilot all students were provided with 2 books and families were also provided with activities to support their children at home. The collaborarion and support has transitioned in to the new school year as Pre-K educators and kindergarten educators will engage in a collaborative discussion\workshop to continue the work and assess the effectiveness of T2K which will be led by the Elementary School Division of the UFT.

### **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.

- Staff members are programmed for weekly common planning sessions and are members of Professional Learning Communities where they share best practices for improving student learning through improved instruction. Teamwork during common planning periods is structured via cycles of inquiry based activities that reflect a specific weekly area of focus. Team members “cycle” through monthly activities labeled as, “Week 1 - Data, Week 2 - Danielson Framework, Week 3 - Looking at Student Work and Week 4 - Curriculum”. All teachers will engage in weekly data meetings as they identify student gaps via informal and formal assessments. Teachers have been provided with a protocol to effectively analyze student data to inform their instructional practice.

### **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	461,195.00	x	
Title II, Part A	Federal	70,210.00	x	
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,585,090.00	x	

**<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. **The Newport School-PS\IS 184** 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. **The Newport School** -PS\IS 184 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)**

**[The Newport School-PS\IS 184]** , 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/IS 184 Newport</u>	DBN: <u>23K184</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 type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>31</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 checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>1</u>
# of certified ESL/Bilingual teachers: <u>1</u>
# of content area teachers: <u>      </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: Begin description here: The Title III direct instruction component will be provided After School to support all English Language Learners (ELLs), with a particular focus on ELLs in Special Education, Long Term ELLs, and ELLs who have received services from 4-6 years.

Title III After School Literacy and Math Program

Students will be grouped by grade level and by ability level and each group will receive services after school 2 days a week, Tuesday and Wednesday, for 1.5 hours for 12 weeks. The program will run from January-April. There will be 3 groups of 10-12 students (K-2, 3-5 and 6-8). There will be 2 common branch teachers for the K-2 and 3-5 groups and a certified Math teacher for grades 6-8. The program will be focused on improving literacy (fluency, comprehension and writing) for ELLs in the lower grades and Math and Literacy in grades 6-8. The ESL teacher will push in for half an hour into each group to support the ELLs. On Thursday, from January to April, the ESL teacher will work with 1 group of 10-12 students in grades 6-8 to focus on Literacy for the ELA and NYSESLAT assessments for 1.5 hours for 10 weeks. Resources will be comprised of Imagine Learning (software) and Getting Ready for NYSESLAT and Beyond workbooks and student books. As well as Oxford Picture Dictionary, Idiom Dictionary, whiteboard sets and supplementary Math material.

## 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: \_

Our ESL teacher continues to attend all DOE, Cluster, and Network professional development sessions. The ESL teacher attends professional development on a monthly basis.

Topics include:

Preparing Instructional Programs for ELLs,

ELL Technical Assistance Session

Understanding AMAOs: Accountability for ELLs

Working with ELL Families in the School System

BESIS training

Future training topics include Differentiating for ELLs in Science. Additionally, the ESL teacher, and the Special Education School Improvement Specialist will provide PD to the rest of our staff on:

Universal Design for Learning

The Common Core Learning Standards

NYSESLAT

Differentiation for the ELLs

### Part C: Professional Development

#### Looking at Data to Meet the Needs of the Students

-  
-  
-  
-

### 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: \_

Families of ELL students will be targeted for Parent-Teacher Conferences, applicable Standardized Test Workshops, these workshops will focus on the format of the:

NYS Tests, what the students have done in school to prepare, and how families can help at home NYSESLAT workshops (these workshops will focus on the format of the NYSESLAT, typical challenges for students, and how families can help at home

These workshops will be provided 6-8 weeks before the applicable tests. Our ESL teacher and our ELA Teacher Leader will provide the workshops. The Parent Coordinator also offers various workshops throughout the school year such as:

Housing Issues

Applying for Health Care

Community Based organizations

Promotional Policy

-

Families of ESL students will be notified via flyer, and School Messenger (automated phone system) in English and Spanish. Interpretation will be made available at all workshops.

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### Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials	_____	_____

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"><li>• Must be supplemental.</li><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **23** School Name: **184**  
Superintendent: **M. DeGovia**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](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

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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.

In order to keep parents informed they may complete Part III. Parent Information of the Parent/Guardian Home Language Identification Survey. The school has translated versions of the Home language Identification Survey (HLIS).The responses to these supplementary questions are used so that the school can communicate with the parent's language of choice. Moreover, parent preference data is indicated on the Emergency Contact Card. The school maintains the primary language preference on ATS and the student emergency card. Letters are sent home indicating parents to contact the school's Parent Coordinator if they may need language assistance.

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.

After reviewing Parents Preferred Language report on ATS the majority of the parents are requesting communication in English. Approximately 5% of parents are requesting communication in Spanish. Other limited languages include Haitian-Creole and French.

## Part B: Creating a Communications Calendar

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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.)

### September:

Forms: Emergency Contact Information, How will your child go home?, Picture Permission, Bus Passes/Metrocards  
School Calendar  
Meet the Teacher Night  
After School Program Information

### November:

Grading Policy  
Parent Teacher Conferences

### January:

Promotion in Doubt Letter

### March:

Parent Teacher Conferences

### April:

New York State Testing Calendar

### May:

Parent Teacher Night

### June:

Graduation information

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.

Parent Teacher Nights: September 17, May 12

Parent Teacher Conferences: November 17, March 16

Informal Parent Meetings are held throughout the year on Tuesdays, 3:05-3:55 and by appointment

The Guidance Counselor meets with 8th grade parents during the High School articulation process from September-Ongoing and

Letters and Directories are distributed for Middle School Articulation

The Guidance Counselor schedules individual appointments upon request

Teachers meet with parents of students with disabilities for Annual Reviews and IEP meetings

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## Part C: Providing Language Assistance Services

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

Written communications listed in Part B Question 1 is provided in-house by school staff. Procedures include translation of documents 1- 2 weeks in advance.

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 face-to-face meetings, The Newport School uses the services of our own staff and/or contracts for translators through the NYC Department of Education's contracted vendor, Big Word, or uses the Translation Hotline. Administrators, teachers, paraprofessionals, and other staff members at our school speak Spanish, French, Haitian-Creole, and Russian. During critical meetings and Parent Teacher Conferences, our school supplements its internal bilingual staff with resources from Big Word and the Translation Hotline.

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## Part D: Training Staff on Policies and Procedures

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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.)

School staff members are aware of how to use translation services and over-the-phone interpretation services utilizing a T&I brochure and Language ID Guide.

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## Part E: Providing Notice of Language Assistance Services

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

### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights

- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

At the main entrance of the school, welcome signs along with notices on the right to request translation and interpretation services are displayed in all of the languages covered under Chancellor' Regulation A-663. The school Safety Agent desk has language cards so parents can identify the language they speak. The Parents' Bill of Rights is displayed on the PA Bulletin Board and made available to parents in their preferred language by the Parent Coordinator, in addition to other resources such as the Parents' Guide to Language Access. Parents are informed of the translation services that are available to them at PA, parent/teacher, Leadership and Title I meetings and through writtten notices. Translated letters are backpacked home before every formal meeting informing parents of the availability of translation and interpretation services.

### **Part F: Monitoring and Quality Control**

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

Our Parent Coordinator is in regular contact with parents, ensuring that parents are receiving the translation services that they need. Feedback from parents is also gathered through PA meetings, School Leadership Team meetings, and through the annual school environment survey. The primary language of each parent is maintained in ATS and on the student emergency card. This resource is available when parents complete the Home Language Survey and the Emergency Contact card. Parents who request interpretation services regarding critical information about their child's education will be provided in house by school staff and, when necessary, using the Translation and Interpretation Unit using Speakerphone. Parents are encouraged to contact the school's parent coordinator for language assistance.