

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

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

**20K200**

**School Name:**

**P.S. 200 BENSON SCHOOL**

**Principal:**

**JAVIER MUNIZ**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Benson Elementary School Number (DBN): 20K200  
Grades Served: Pre-K to 5  
School Address: 1940 Benson Ave. 11214  
Phone Number: 718-235-5466 Fax: 718-232-3428  
School Contact Person: \_\_\_\_\_ Email Address: \_\_\_\_\_  
Principal: Javier Muniz  
UFT Chapter Leader: Marcy Buono  
Parents' Association President: Conchetta Aloï-Vidal  
SLT Chairperson: Frances Wos  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Elizabeth Figueroa  
Student Representative(s): \_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 20 Superintendent: Karina Costantino  
Superintendent's Office Address: 415 89<sup>th</sup> street Brooklyn NY 11209  
Superintendent's Email Address: KCostantin@schools.nyc.gov  
Phone Number: 718) 759-4912 Fax: \_\_\_\_\_

**Borough Field Support Center (BFSC)**

BFSC: Brooklyn South Director: Cheryl Watson-Harris  
Director's Office Address: \_\_\_\_\_  
Director's Email Address: \_\_\_\_\_  
Phone Number: \_\_\_\_\_ Fax: \_\_\_\_\_

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

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Javier Muñiz	*Principal or Designee	
Marcy Buono	*UFT Chapter Leader or Designee	
Conchetta Aloï-Vidal	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative (staff), if applicable	
Elizabeth Figueroa	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Kimberly Stephenson	YMCA CBO Representative,	
Robyn Cerrato	Member/Parent	
Christine Duran	Member/ Parent	
Teresa Noe	Member/Teacher	
Ann Reilly Perchik	Member/ Teacher	
Antionette Stemma	Member/ Parent	
Frances Vos	Member/ Teacher	

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature (Blue Ink)</b>
	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.

The Mission of PS 200 The Benson Elementary is to provide every child with an education which will enable him to reach his fullest potential and thus become a productive member of the global community. Recognizing the fact that children have individual learning styles, we will become leaders in developing strong academic programs with innovative approaches. Together with effective leadership, a dedicated teaching staff and a supportive parent community, we will prepare our children to live and succeed in a technologically advanced society.

The Benson School is an elementary school with 1,364 students from Pre-Kindergarten through grade five. The school population comprises 1% Black, 22% Hispanic, 43% White, and 33% Asian students. The student body includes 22% English language learners and 7% special education students. Boys account for 53% of the students enrolled and girls account for 47%. The average attendance rate for the school year 2014-2015 was 94%.

P.S. 200 has a citywide gifted and talented/Russian enrichment program on every grade. We also have a Russian Dual Language program that services ELLs and English proficient students in every grade. In addition we continue to expand our integrated co-teaching (ICT) class on every grade to meet the needs of our students with Individualized Educational Plans (IEP). Not only do we serve ELLs through our Gifted and Dual Language Programs we have been using a Push-In model for our ESL program. This year we will continue utilizing the Co-teaching structures of teaching coupled with some variations as be the basis for effective ESL classroom practice.

PS 200 is very proud of our arts program we currently offer visual arts to all students in the building through two visual art teachers. Their rigorous practice is embedded in standards from the Blue Print for Arts. This work culminates each year with a display of drawings, paintings, prints, and sculptures at our Art Festival.

Moreover we provide our students with the opportunity to participate in a 3<sup>rd</sup> grade music partnership with Carnegie Hall Ensemble residency, our 4<sup>th</sup> and 5<sup>th</sup> grade Band, our incredible Violin program in partnership with Noel Pointer.

Recognizing that technology is important aspects of our student's lives we have built capacity in the building to meet those needs. We have established two computer labs where students learn about internet safety, conduct research aligned with their classroom curriculum. Students learn how to use presentation software to provide them with an authentic opportunity to engage in the speaking and listening Common Core Standards.

## 20K200 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	1352	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	69.2%	% Attendance Rate		93.7%
% Free Lunch	70.3%	% Reduced Lunch		8.0%
% Limited English Proficient	17.8%	% Students with Disabilities		10.3%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.4%	% Black or African American		0.8%
% Hispanic or Latino	22.2%	% Asian or Native Hawaiian/Pacific Islander		31.5%
% White	44.3%	% Multi-Racial		0.7%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	6.29	# of Assistant Principals (2014-15)		3
# 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)		1.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		8.24
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	39.9%	Mathematics Performance at levels 3 & 4		56.8%
Science Performance at levels 3 & 4 (4th Grade)	90.4%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		YES
Students with Disabilities	N/A	Limited English Proficient		YES
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.

For many years, we have made the respect initiative a priority based on feedback from families, children, and staff. This feedback has from discussions at the SLT, parent meetings, PBIS Team, grade and general staff meetings, and analysis of our school survey.

**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.

Throughout the year, children, families, and teachers will interact with each other in respectful ways and will embrace our diversity initiative and our commitment to addressing teasing and bullying so that nothing interferes with all children feeling comfortable in school and being able to perform at high levels. We look at diversity in many ways, from diversity in learning to race, religion, family structure, and economic diversity. We look for a 5% decrease in incidents on ORRS.

**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>The PS 200 PBIS Rules is introduced during the first days of school in a assembly and referred to during the year. Each teacher Begins the year with several community building / conflict resolution activities. Teachers include community building activities thought the year.</p>	<p>Prek -5</p>	<p>Sept- June</p>	<p>Administrators and teachers</p>

In PLC, teachers thoughtfully will select materials to enhance the curriculum so it supports the respect and diverse initiative of our community.	Prek -5	Sept- June	Administrators and teachers
We will pay closer attention to lunch/ recess this year and will modify options to reduce conflict on the playground.	Prek -5	Sept- June	Supervisors School Aides, TA, and Paraprofessionals
Through our ICT Program and PBIS initiative we are dedicated to making sure that children with special needs are fully included in all school curriculum activities.	K- 5	Sept- June	Supervisors, Teachers Parents.

**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.											
Supervisors, Teachers and Parents											
<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	X	PTA Funded		In Kind		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.
We are creating three cycles of progress monitoring. The Fall Cycle (Launching) is September to December the Winter Cycle January –March and the Spring Cycle April to May.
<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 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.

We have been implementing a push-in model. This model has yielded positive results allowing us to gain credit in our progress report assessment. However we look to improve those gains by using a co-teaching structure in our push-in model. In addition we will continue academic support through an afterschool program and Saturday Academy.

**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, the writing performance of our English Language Learners in 3-5 will increase by 5 % as measured by the writing component of the NYSESLAT, PBA and end of unit assessments based on CCLS standardized writing rubrics.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) <i>Who will be targeted?</i></b></p>	<p><b>Timeline <i>What is the start and end date?</i></b></p>	<p><b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b></p>
<p>Ell students will experience a blended curriculum delivered by the classroom and ESL teacher.</p>	<p>ESL students</p>	<p>Sept- June</p>	<p>Supervisors, classroom teachers and ESL teachers</p>
<p>Teachers participate in Co-Teaching PD lead by our Special education team. They will also be scheduled to do classroom inter-visitations to see the models at work.</p>	<p>ESL and Classroom Teachers</p>	<p>Sept – June</p>	<p>Supervisors, classroom teachers and ESL teachers</p>

Saturday Academy for beginning and intermediate ELL students.	ESL and Classroom Teachers	October and February	Supervisors, classroom teachers and ESL teachers
Created a 7 day period which will afford us additional Common preparation periods and opportunities for teachers to meet and plan for the ELLs	ESL and Classroom Teachers	Sept – June	Supervisors, classroom teachers and ESL teachers

**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.											
<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		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF	X	PTA Funded		In Kind		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.
We will monitor progress on a monthly basis through meeting agendas, lessons and surveys .
<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.

## 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.

In looking at our attendance data for the past 2 years we noticed that we have fallen below the 95% threshold. We have been at 94%

### 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, M measurable, Achievable, Relevant, and Time-bound.

By June of 2016, there will be a 2% increase in the whole school attendance rate as measured by the school’s annual attendance Report.

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b>	<b>Target Group(s) <i>Who will be targeted?</i></b>	<b>Timeline <i>What is the start and end date?</i></b>	<b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b>
<ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>			
Have a full day Pre –K will allow us to monitor Pre-k attendance and extend additional support to families having difficulties adjusting.	Pre-K Parents	September- June	Attendance supervisor, Pre-k teachers and Parents
Implement the Lateness Passes to ensure that all students that are tardy are accurately documented.	All students	September- June	Attendance supervisor, Pre-k teachers and Parents and TA
Have an attendance assembly twice a year.	All students	Fall and Spring	Attendance supervisor and teachers. School Aides

Continue daily home-school messages when students are late or absent.	Tardy or absent students	Sept-June	School Aides.
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**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.											
<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		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.
We will monitor progress monthly by looking at the attendance dashboard in principals portal. And a more in depth look at the end of January and June _
<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.

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

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

**Part 1 – Needs Assessment**

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

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

**Part 3 – Action Plan**

<p><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 parent leadership and engagement as a key lever for school improvement.</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>

**Part 4 – Budget and Resource Alignment**

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

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

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <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.

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

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

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

**Part 1 – Needs Assessment**

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

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

**Part 3 – Action Plan**

<p><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>• 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>

**Part 4 – Budget and Resource Alignment**

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

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

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <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.

**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>	Below level 2 on standardized assessment or tier 2 or below in RTI services	Extended Day Saturday Academy Afterschool Homogeneous Orton-Gillingham groups At risk tier 2 pullout	Small Group	During and or after school
<b>Mathematics</b>	Below level 2 on standardized assessment or tier 2 or below in RTI services	Perfective Learning is provided During Saturday Academy Go Math RTI Interventions	Small group	During and or after school
<b>Science</b>				
<b>Social Studies</b>				
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	At risk Counseling students. Students referred by out Behavior team.	Parent meetings Small group counseling with students and with individual students Behavior RTI Meeting Conferences with administration	Individual and in small group	As needed Once a week As needed Twice a month as needed

## 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.
<ol style="list-style-type: none"> <li>1. Caring leadership.</li> <li>2. Ongoing professional development in all content areas that prioritize differentiated instruction to include all learners and address their diverse learning styles.</li> <li>3. The many high quality instructional programs offered in the core curricula</li> <li>4. Students and teachers engaged in active learning</li> <li>5. A collective shared vision, mission and set of beliefs held by all stakeholders</li> <li>6. A culturally-responsive, caring, safe and respectful learning environment</li> <li>7. Dual language teachers are taking advantage of title 1 set-asides to complete their requirements for highly qualified.</li> </ol> <p>All of these qualities and more comprise a learning institution that is committed to excellence, lifelong learning, student achievement and sending forth tomorrow's responsible citizens that will make a positive difference in this technologically advanced world.</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).		
<u>Instructional Team Professional Development Plan- 2014-2015</u>		
<u>Goal</u>	<u>When/Who was involved</u>	<u>Professional Development</u>
ReadyGen Professional Development Summer	September 5 <sup>th</sup> - Instructional Leads (Mass Prep- Periods 2 & 3)	Understand the importance of backward planning- Looking at the Performance Based Assessment first

Teachers will review the curriculum enhancements to ReadyGen  Discuss checklists to assess student work	September 18 <sup>th</sup> –Instructional Leads (Mass Prep- Periods 2 & 3)  Facilitated by Danielle Manfredo ( 2 <sup>nd</sup> Grade Teacher)	Understand ReadyGen enhancements and to use the Unit Overviews and Scope and Sequence to identify power/target standards.  Understand how data drives instruction by using formative assessments to drive instruction
Teachers will share formative assessment checklists and decide on schoolwide formative assessment checklist	October 15 <sup>th</sup> during periods 2 and 3 for all Instructional Teams  facilitated by Karina Macezcek ( 5 <sup>th</sup> Grade Teacher)	Discuss how formative assessment checklists drive instruction while aligning to Danielson’s Framework 3D- Decide on a schoolwide Assessment checklist
Teachers will share with grade the schoolwide formative assessment checklist	Oct 20th  All Instructional Leads turnkey new assessment checklist to their grade.	Turnkey information to grade level colleagues. Continue working on pacing calendar
Analyze Performance Based Assessment	November 4th  Instructional Team- Facilitated by Kimberly Mackey (Pearson) Each Instructional Lead obtained three PBA samples to deconstruct	Meet with each grade for about an hour to model how to analyze the PBA.
Follow-Up PD on rescoring Performance Based Assessment	Professional Learning Communities  Nov. 5-7 <sup>th</sup> periods 2 & 3	Rescore PBA Assessment based on new information learned from PD on 11/4
Looking forward at the new PBA for Module B	November 20 <sup>th</sup> - Instructional Team  periods 2 & 3- All Instructional Leads  Facilitated by 4th Grade Instructional Lead- Christine Maxwell	Determine what PBA skills need to be addressed and implications for small group instruction
To adjust our practice based on results from Performance Based Assessments. Using Data to inform our planning and small group instruction.	December 1- Instructional Team Meeting  Facilitator-Kimberly Mackey  Professional Learning Communities	Reflect on PBA Assessments from ReadyGen and Danielson’s 3D- Using Assessment in Instruction
Curriculum Mapping	January 26 <sup>th</sup> - Instructional Team Meeting- Kimberly Mackey  Professional Learning Communities	Backward Planning

ReadyGen Planning- cont'd	February 9 <sup>th</sup> - Instructional Team Meeting Facilitator- Kimberly Mackey Professional Learning Communities	This interactive Professional Development Session is designed to assist teachers in developing their curriculum maps based on student data
Writing Planning	March 2nd Instructional Leads	What is the performance task asking? What skills are needed to complete the performance task? What standard(s) does it address? Which lessons prepare the students to complete the performance task? Are there any lessons we need to teach students in order to complete task that are not in Ready Gen?
Scaffolds within ReadyGen	Grade Teams/Instructional Team April 6th	Looking at the Scaffolded Handbook Strategies to support students' needs
ReadyGen Professional Development and Writing Curriculum Session 3  Analyze how lessons build the skills and knowledge students need to develop in order to be successful on the performance-based assessments  Writing Lesson Plan: Explain, experience, and plan for a <i>ReadyGen</i> lesson  Three Types of Writing: Determine how lessons in <i>ReadyGen</i> support the three types of writing outlined in the Common Core	Instructional Leads January 7-20th	Train Instructional Leads on the writing component of ReadyGen, and plan lessons.  Reflect and debrief
ReadyGen and Mosl- Addressing the gaps within the curriculum	Instructional Team	Danielson's 1d: Demonstrates Knowledge of Resources. How to align resources with learning outcomes

ReadyGen and End of Unit Assessments/Performance Tasks and its alignment to Writing Curriculum	Instructional Team-January 17th	Implementing ReadyGen Writing and looking at the revised writing lessons across the grades
ReadyGen Professional Development	Jan. 28 <sup>th</sup> , 29 <sup>th</sup> , and 30 <sup>th</sup> 8:00-3:10 pm Jan. 28 <sup>th</sup> - 1 <sup>st</sup> Grade and Kindergarten Jan. 29 <sup>th</sup> -3 <sup>rd</sup> grade and 2 <sup>nd</sup> Grade Jan.30 <sup>th</sup> - 5 <sup>th</sup> Grade and 4 <sup>th</sup> Grade	Collaborative Planning Meeting, Lesson Implementation and debrief meeting to analyze teaching and learning
Look at EngageNY and types of Test Questions and Discuss ReadyGen Expectations based on Professional Development with Kimberly Mackey	Feb. 6 <sup>th</sup> - Instructional Team Meeting- Periods 2, 3, and 4 All Instructional Leads	Discuss ReadyGen Expectations based on Professional Development with Kimberly Mackey., as well as revisiting the structure of literacy block. Distribute Expectations, and Discuss preparing students for statewide exams
Teacher Teams	Feb. 24-28th	Turnkey ReadyGen Expectations
ReadyGen Professional Development- Looking at Performance Based Assessments and Analyzing Student work to develop next steps- 3D Using Assessment in Instruction	Instructional Leads March 19th	You will spend time in the session analyzing the Performance based assessment. You only need to bring one sample, but may find it helpful to bring samples representing work at a variety of levels (below, on, and above grade level).
Assessments- Understand Formative/Performance Based Assessments and discuss demands of the task	March 28 <sup>th</sup> - Instructional Team Meeting	Distribute Instructional Routines and Turnkey to grade and share tracking sheet based on PBA
Teacher Teams	Week of April 7th	Turnkey
To use myON as a resource to support curriculum and programs already in place. To use myON as a resource to support literacy growth and track student achievement	Instructional Team Meeting April 25 <sup>th</sup> in Computer Lab	Turnkey to grade on week of April 28th
K-2 MOSL and End of Year Assessment. Distribute Writing Prompt and go over task administration	Grade Conferences week of May 5th	Understand the lesson delivery protocol. Discuss creating text-dependent questions and tier 2 and 3 vocabulary words in the text

Reflect on ReadyGen and develop next steps for Sept 2014	Instructional Leads May 21, 2014	<p><i>ReadyGen</i> Curriculum Team Session 5: Reflecting Back and Moving Forward</p> <p>As a result of this session, participants will be able to:</p> <ul style="list-style-type: none"> <li>• analyze data to determine successes and challenges.</li> <li>• prepare staff to close Year 1 instruction.</li> <li>• explain the new enhancements integrated into the final version of <i>ReadyGen</i>.</li> <li>• plan next steps to support colleagues, students, and their families.</li> </ul>
Reflect on ReadyGen curriculum to discuss refinements and goals that are related to the CCLS	June 5 <sup>th</sup> - Staff Development Day	Preparing for next year- Unit 1 of ReadyGen by looking at the baseline and Fluency running record and looking at Unit 1
ReadyGen Professional Development with Kimberly Mackey- Grades 3-5	June 10, 2014	Create a ReadyGen pacing calendar for the month of September
ReadyGen Professional Development with Kimberly Mackey  K-2	June 11, 2014	Create a ReadyGen pacing calendar for the month of September
Teacher Teams	June 12, 2014	Look at Appendix B from the CCSS and select a book that is aligned to your grade's theme or topic for Unit <u>1</u>

\*\*\*\*\*Every Thursday- Teacher Teams- Agendas and Attendance Sheets are kept by Grade Supervisor

**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.).

1. Our office team meets with parents to support them during the registration process.
2. We conduct a kindergarten open house meeting on the first day of school.
3. Our Assistant Principal in charge of Kindergarten meets with families on the first day to review school procedures and expectations.
4. Our Parent Coordinator hosts tours for new families.

**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.

Teacher in grades 3, 4, and 5 worked in collaboration with the assessment coordinator and Assistant principal to modify the predictive assessment in the fall.

Teachers in K-5 meet on a monthly basis to plan and align the assessment to the taught curriculum.

**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	Column B

			Verify with an (X)	Section Reference(s)
Title I Part A (Basic)	Federal	916,309.00	x	P. 11, 15
Title II, Part A	Federal	119,136.00	x	
Title III, Part A	Federal	36,372.00	x	P. 13
Title III, Immigrant	Federal	0	x	
Tax Levy (FSF)	Local	6,160,826.00	x	P. 13, 15

**<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.

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

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[School name]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[School name]** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;

- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

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

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

**[School name]** , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

## **I. School Responsibilities:**

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 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>The Benson Elementary</u>	DBN: <u>20K200</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>100</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>5</u>
# of certified ESL/Bilingual teachers: <u>3</u>
# of content area teachers: <u>2</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: Our school chose to use Spotlight on Comprehension by Sundance Publishing for the first cycle of our Title III program and ACT Now! by Benchmark Education for the second cycle of our Title III. Spotlight on Comprehension prepares students to become active and successful readers, writers and thinkers. This program is designed to develop reading comprehension with research-based and explicit instruction, combined with multiple opportunities to practice and apply comprehension skills, and to evaluate and assess students' progress. Teachers are able to manage their time, teach more content, and differentiate instruction with 180 standards-based nonfiction and fiction leveled readers.

Spotlight on Comprehension features:

- Explicit instruction is found in the Teacher Guides, Big Books, Student Books, and in the Interactive Whiteboard and Assessment activities on the CD.
- Big Books model specific strategies and clarify understanding of each skill.
- Reproducible worksheets offer multiple opportunities for students to practice and strengthen skills.
- Students independently monitor, assess, and improve their comprehension using print and digital leveled nonfiction and fiction readers.

ACT Now! has been designed to guide students in close readings of complex texts so that students can develop the skills and abilities necessary to comprehend the increasingly complex texts they will encounter. In ACT Now! students learn to unlock the meaning of complex texts by:

- Reading and annotating passages in a variety of genres
- Engaging in close readings and collaborative conversations about the texts
- Reading and writing about the texts

Both programs will be purchased at cost to the Title III program.

Our Title III program will target 100 third, fourth, and fifth grade English Language Learners at all levels (beginner, intermediate, and advanced). There will be two six week cycles of the Title III program. The first six week cycle will be on Saturdays and will begin in October. The Saturday sessions will begin at 8:00am and end at 12:00pm. The second six week cycle will be offered in the winter beginning January 10. This cycle(6 sessions) will also be held on Saturdays from 8am to 12pm. All instruction is provided in English using ESL strategies. The first Title III cycle will have 3 fully certified ESL teachers and 2 certified content area teachers providing instruction. Three ESL teachers and one content area teacher will provide two hours of literacy and one hour of math instruction. One hour of enrichment will be provided by our art teacher. An administrator will be supervising both Title III Saturday programs. In our first six week cycle one of the two content area teachers provided an hour of enrichment teaching art. The other content area teacher with experience teaching ELLs provided ESL instruction. Our school did not have enough ESL teachers apply for the Title III program so we offered 1 position to an experienced content area teacher. The second cycle of our Title III program will have four certified ESL teachers and 1 content area teacher. ESL teachers will provide 3 hours of literacy and math instruction and the content area teacher will provide an hour of enrichment.

Our Title III program will use a variety of materials. Some materials include Big Books, student workbooks, graphic organizers, Interactive Whiteboard, fiction and non-fiction student books and digital books. Per session for teachers and supervisors, both programs and materials will be at cost to Title III funding.

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### Part C: Professional Development

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

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

Begin description here: It is important that all teachers and supervisors participating in our Title III program will be thoroughly trained. All the teachers partaking in the Title III program will receive a mandatory two hour professional development on how to use Spotlight on Comprehension and ACT Now! before the start of both cycles of the Title III program. Teachers are also allotted an hour each week for Curriculum and Progress Monitoring Development . The materials, programs and per session for teachers, supervisors, and school aide will be at cost to our Title III program. Throughout the year (October to February ) all teachers that service ELLs will participate in ongoing professional development on DOK, questioning techniques and portfolios. These PDs will be provided by CITE. This will be at no cost to Title III.

### Part D: Parental Engagement Activities

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

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

Begin description here: Parent engagement is extremely important to English Language Learners. Many of our ELL parents inquire about classes to help them learn English so they can help their children. Our school will be offering parent workshops to help parent support their students. topics includend in these workshops will be un packing the CCLS Standards, Homework Help, Math Games, RTI for ELLs What does it Mean? and Understanding you childs IEP. These workshops will be offered the last four Saturdays of the second cycle. Facilitating these wokshops will be CITE and our guidance councilor. We will use Title III funds to provide these workshops. Parents will be notified via letters, emails, text messages and using our automated voice messaging system. Our Title III program will support children's learning at home. In order to reinforce strategies learned in school, students will be able to take home leveled fiction and non-fiction books to improve reading comprehension. Additional professional development in Sheltered English will be provided to ESL teachers during Monday PD days in January, February and March. the focus of thes professional development is developing language objectives that will help support english languagelerner success . The materials for the children to use at home will be purchased using Title III funds.

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <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 <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: 20k200 School Name: Benson Elementry  
Superintendent: K.Costantino

### 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.

1. P.S. 200 conducts ongoing surveys to continuously update data on home languages of the students as they enter the school at various times of the year. Home Language Identification Surveys are immediately administered upon registration and the student's home language and the oral and written communication questions from Part III of the HLIS are documented in ATS. Home Languages are printed on every student's Emergency Contact Card as mandated by the Chancellor. For the past several years, the Interpretation and Translation Liaison ensured that interpreters and translators were on-site for all Parent-Teacher Conferences. We will continue to have interpreters on-site for the 2015-2016 school year for Parent –Teacher Conferences because of their high demand. Letters go home in the appropriate languages informing parents of this service. Data on languages represented among the student and parent population at P.S. 200 informs the school of its special and unique translation and oral interpretation needs, i.e. over-the-phone interpretation services, Language Identification Cards so the Parents and Visitors can point to their language at the security desk and in the main office to receive the appropriate language services. The Parent Welcome poster is posted and visible in the main lobby of the school as well as other posters that inform parents of the interpretation services available. Documents that were not translated in the parent's native language have a tear off at the bottom informing the parents they can obtain a translation of this document by seeing our LAC (Lucy Lamothe). Continuing for the 2015-2016 school year, P.S. 200 will use E-Chalk to inform parents of important translation and interpretation availability.

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.

2. The preferred languages for both written and oral communication at P.S. 200 are Albanian, Arabic, Cantonese, Cham, English, Georgian, Hindi, Mandarin, Polish, Romanian, Russian, Spanish, Tadzhik, Ukrainian, Urdu and Uzbek.

## **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.)

1. At P.S. 200 many of our documents require translation and are distributed at various times throughout the school year. In the beginning of the year, policy and procedures forms, lunch forms, directories, Gifted and Talented Booklets, health forms, media consent forms, ENL entitlement letters, ENL parent orientation meeting letter, and Emergency Contact Blue Cards are given in the parent's native language. When a student registers a residency questionnaire, parent affidavit and other forms from registration packet are translated. During the school year letters are translated and distributed for parent-teacher, New York State testing dates conferences, after-school program information, report cards, half-days, and trips.

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.

2. At P.S. 200 we have various meetings throughout the year. Some of the meetings are 4 parent teacher conferences (2 in the fall and 2 in the spring), Literacy Night, Tuesday Parent Academy, Kindergarten parent orientation, Pre-K parent orientation, State Testing meeting, and parent teacher meetings every Tuesday afternoon scheduled by the teacher.

## **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.

. P.S 200 will continue its ongoing efforts to effectively communicate with all parents for the 2015-2016 through the high quality translation services it currently provides and has provided for several years. P.S. 200 uses multiple venues to meet its translation needs:

In-house translators: We have many teachers, paras, teacher assistants and other school staff members that speak the following languages Russian, Spanish, Chinese, Arabic, Urdu, Hindi, Bengali, Polish, Georgian, Italian and Greek.

The NYC Dept. of Education's Translation and Interpretation Unit which translates all documents

Language Interpretation Services (LIS) provides interpretation for Parent Teacher Conferences in both the fall and spring.

Procedures to ensure timely provision of translated documents to parents include the in house translators who are readily available and efficient and also completing a NYC Department of Education Translation Request Form.

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.

P.S 200 will continue its ongoing efforts to effectively communicate with all parents for the 2015-2016 through the high quality translation services it currently provides and has provided for several years. P.S. 200 uses multiple venues to meet its translation needs.

In-house translators: We have many teachers, paras, teacher assistants and other school staff members that speak the following languages Russian, Spanish, Chinese, Arabic, Urdu, Hindi, Bengali, Polish, Georgian, Italian and Greek.

Language Interpretation Services (LIS) provides interpretation for Parent Teacher Conferences in both the fall and spring.

Over the phone interpreters are used via the Translation and Interpretation Unit for IEP meetings and other parent meetings when necessary.

#### **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.)

At P.S. 200 our LAC uses a staff meeting as well as an email to distribute information about the language and interpretation services available to ensure that all staff members are aware of this service.

#### **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 P.S. 200 our LAC ensures that each year all mandated notification requirements are translated in the preferred language of our parents. This includes Bill of Parents Rights and Responsibilities, Parents Guide to Language Access, Language ID Guide etc. Our LAC along with Safety Team will ensure that our safety plan will contain procedures for ensuring that parents in need of language access services are not prevented from reaching the administrative offices solely due to language barriers

**Part F: Monitoring and Quality Control**

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

P.S. 200 will use the NYC School Survey, our PTA survey and parent concerns brought up at our monthly School Leadership Team meetings to gather feedback from parents on the quality and availability of services.

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **20k200** School Name: **Benson Elementary**  
Superintendent: **K.Costantino**

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

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

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

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

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

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

1. P.S. 200 conducts ongoing surveys to continuously update data on home languages of the students as they enter the school at various times of the year. Home Language Identification Surveys are immediately administered upon registration and the student's home language and the oral and written communication questions from Part III of the HLIS are documented in ATS. Home Languages are printed on every student's Emergency Contact Card as mandated by the Chancellor. For the past several years, the Interpretation and Translation Liaison ensured that interpreters and translators were on-site for all Parent-Teacher Conferences. We will continue to have interpreters on-site for the 2015-2016 school year for Parent –Teacher Conferences because of their high demand. Letters go home in the appropriate languages informing parents of this service. Data on languages represented among the student and parent population at P.S. 200 informs the school of its special and unique translation and oral interpretation needs, i.e. over-the-phone interpretation services, Language Identification Cards so the Parents and Visitors can point to their language at the security desk and in the main office to receive the appropriate language services. The Parent Welcome poster is posted and visible in the main lobby of the school as well as other posters that inform parents of the interpretation services available. Documents that were not translated in the parent's native language have a tear off at the bottom informing the parents they can obtain a translation of this document by seeing our LAC (Lucy Lamothe). Continuing for the 2015-2016 school year, P.S. 200 will use E-Chalk to inform parents of important translation and interpretation availability.

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

2. The preferred languages for both written and oral communication at P.S. 200 are Albanian, Arabic, Cantonese, Cham, English, Georgian, Hindi, Mandarin, Polish, Romanian, Russian, Spanish, Tadjik, Ukrainian, Urdu and Uzbek.

## **Part B: Creating a Communications Calendar**

---

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

1. At P.S. 200 many of our documents require translation and are distributed at various times throughout the school year. In the beginning of the year, policy and procedures forms, lunch forms, directories, Gifted and Talented Booklets, health forms, media consent forms, ENL entitlement letters, ENL parent orientation meeting letter, and Emergency Contact Blue Cards are given in the parent's native language. When a student registers a residency questionnaire, parent affidavit and other forms from registration packet are translated. During the school year letters are translated and distributed for parent-teacher, New York State testing dates conferences, after-school program information, report cards, half-days, and trips.

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

2. At P.S. 200 we have various meetings throughout the year. Some of the meetings are 4 parent teacher conferences (2 in the fall and 2 in the spring), Literacy Night, Tuesday Parent Academy, Kindergarten parent orientation, Pre-K parent orientation, State Testing meeting, and parent teacher meetings every Tuesday afternoon scheduled by the teacher.

## **Part C: Providing Language Assistance Services**

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

. P.S 200 will continue its ongoing efforts to effectively communicate with all parents for the 2015-2016 through the high quality translation services it currently provides and has provided for several years. P.S. 200 uses multiple venues to meet its translation needs:

In-house translators: We have many teachers, paras, teacher assistants and other school staff members that speak the following languages Russian, Spanish, Chinese, Arabic, Urdu, Hindi, Bengali, Polish, Georgian, Italian and Greek.

The NYC Dept. of Education's Translation and Interpretation Unit which translates all documents

Language Interpretation Services (LIS) provides interpretation for Parent Teacher Conferences in both the fall and spring.

Procedures to ensure timely provision of translated documents to parents include the in house translators who are readily available and efficient and also completing a NYC Department of Education Translation Request Form.

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

P.S 200 will continue its ongoing efforts to effectively communicate with all parents for the 2015-2016 through the high quality translation services it currently provides and has provided for several years. P.S. 200 uses multiple venues to meet its translation needs.

In-house translators: We have many teachers, paras, teacher assistants and other school staff members that speak the following languages Russian, Spanish, Chinese, Arabic, Urdu, Hindi, Bengali, Polish, Georgian, Italian and Greek.

Language Interpretation Services (LIS) provides interpretation for Parent Teacher Conferences in both the fall and spring.

Over the phone interpreters are used via the Translation and Interpretation Unit for IEP meetings and other parent meetings when necessary.

#### **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.)

At P.S. 200 our LAC uses a staff meeting as well as an email to distribute information about the language and interpretation services available to ensure that all staff members are aware of this service.

#### **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 P.S. 200 our LAC ensures that each year all mandated notification requirements are translated in the preferred language of our parents. This includes Bill of Parents Rights and Responsibilities, Parents Guide to Language Access, Language ID Guide etc. Our LAC along with Safety Team will ensure that our safety plan will contain procedures for ensuring that parents in need of language access services are not prevented from reaching the administrative offices solely due to language barriers

**Part F: Monitoring and Quality Control**

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

P.S. 200 will use the NYC School Survey, our PTA survey and parent concerns brought up at our monthly School Leadership Team meetings to gather feedback from parents on the quality and availability of services.