

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **18K244**

School Name: **P.S. 244 RICHARD R. GREEN**

Principal: **DEON EDWARDS**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Richard R. Green School Number (DBN): 18K244
Grades Served: PreK-5
School Address: 5400 Tilden Avenue
Phone Number: 718 – 346-6240 Fax: 718-345-3083
School Contact Person: Deon Edwards Email Address: dedwards@schools.nyc.gov
Principal: Deon Edwards
UFT Chapter Leader: Jeanine Santopietro
Parents' Association President: Akilah Cottoy-Spencer
SLT Chairperson: Jeanine Santopietro
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 18 Superintendent: Beverly A. Wilkins
Superintendent's Office Address: 1106 E. 95th St., Room 109, Brooklyn, NY 11236
Superintendent's Email Address: BWilkin@schools.nyc.gov
Phone Number: 718-566-6008 Fax: 718-240-3791

Borough Field Support Center (BFSC)

BFSC: Brooklyn Director: Cheryl Watson-Harris
Director's Office Address: 415 89th Street, Brooklyn, New York 11209
Director's Email Address: cwatsonharris@gmail.com
Phone Number: 718-759-4912 Fax: 718-759-4842

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)
Deon Edwards	*Principal or Designee	
Jeanine Santopietro	*UFT Chapter Leader or Designee	
Akilah Cottoy-Spencer	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Adette Samuel	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Natalie Mason-Kinsey	Member/Parent	
Ramona Alfred	Member/Parent	
Maryann Johnson	Member/Parent	
Nadine Quinn	Member/Parent	
Samoia Yarofulani	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Monifa Hinds	Member/Parent	
Mourine Thornhill	Member/Teacher	
Eric Klein	Member/Teacher	
Noreen Oliver	Member/Teacher	
Jennifer Jones	Member/Teacher	
Phillip Watt	Member/Teacher	
Jonelle Carter	Member/Teacher	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

P.S. 244 is located in the East Flatbush section of Brooklyn and services approximately 650 students in PreK-Grade 5. In 2015-2016 P.S. 244 will serve Pre-K students full day. P.S. 244 is a barrier free school and twenty-percent of the student population comprises SWDs that includes physically disabled students. For more than six years we have served students on the autism spectrum within our NEST program. The faculty comprises more than 95% of teachers with over ten years of experience. The school's vision is "Success for All, Achieved by All," which is guided by our core values (TCP) embedded in every facet of the school community—Teaching and Learning, Communication and Collaboration, Partnerships and Professionalism.

P.S. 244's utilizes the city-recommended ReadyGen and GoMath instructional program with supplemental programs and resources that include *Ready, Imagine Learning*, *Focus on Intervention*, etc. The school's focus for the 2014-2015 was strategic use of data to design lessons that meet the needs of all learners. Teachers increased collaboration on grade teams in designing lesson plans and assessments differentiated for groups of students. The school has made progress in building teams around instructional planning, inquiry work and drawing on the strengths of experienced teachers to facilitate professional learning experiences. Teachers receive coaching and support through the UFT Teacher Development Center staff developer, attend various workshops offered by the UFT Center and turnkey information to colleagues during professional learning. During the 2014-2015 academic year, P.S. 244 also elected to have a Teacher Development Coach to assist with development and support of new teachers and teachers with developing practices in Domain 3. Teacher Development Coach will continue work in the 2015-2016 school year.

In our efforts to establish a safe and supportive school culture, we have initiated school wide programs that include *Adopt A Student*, *Bucket Fillers*, *PRIDE awards* and *Leadership Luncheons*. At-risk behavior students receive counseling afterschool and participate in weekly Athletic and Social Development workshop. In building strong family-community ties, we have partnered with organizations such as Scarsdale Strings and Dance Theater of Harlem to provide student enrichment programs. Local professionals (i.e. nurses, firemen, doctors, etc.) also partnered with school to launch our first Career Day. Parents as Reading Partners support reading by facilitating reading groups to students in K-5 during our Parents Week in November.

As a result of CCLS-aligned state exams, student performance on 2012-2013 NYS Standardized English Language Arts and Mathematics exams declined significantly. However, 2013-2014 data indicates that the school met our goal of decreasing the number of Level 1 students and thus, increased the number of students at Proficiency Levels 3 & 4. Students with Disabilities in Grade 3 showed significant growth as the number of Level 1 students decreased by 33%. Item analysis of State and school wide assessments in English Language Arts indicate targeted areas for improvement—author's craft and story structure, central theme, and building students' stamina in reading long, complex passages. Analyses of mathematics assessments show needed improvement in interpretation of word problems and conceptual understanding of fractions.

The results of the New York City Writing Performance Task indicate that students in Grades 3-5 increased performance in Trait 1 and 4 as students demonstrated literal and inferential understanding of the text, quoted accurately when responding to questions and provided a clear introduction and concluding statement. However, significant number of students demonstrated deficiencies in Traits 2 and 6 as they did not maintain claim or opinion across the essay and were unable to link opinion and reasons using transitions words and phrases.

During the 2015-2016 academic year, we will focus on strengthening students' writing skills in identified areas and build stamina in reading comprehension while targeting specific skills for improvement. Teachers will develop deeper understanding of assessment data to inform daily instructional decisions in order to meet the needs of all learners.

18K244 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	653	SIG Recipient
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
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	77.0%	% Attendance Rate		91.7%
% Free Lunch	77.7%	% Reduced Lunch		7.5%
% Limited English Proficient	2.6%	% Students with Disabilities		22.6%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.1%	% Black or African American		96.6%
% Hispanic or Latino	2.4%	% Asian or Native Hawaiian/Pacific Islander		0.3%
% White	0.6%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	1.16	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		4
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		1.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)		9.98
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	22.4%	Mathematics Performance at levels 3 & 4		31.6%
Science Performance at levels 3 & 4 (4th Grade)	81.8%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	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	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.

School’s instructional programs in reading and mathematics are aligned with the CCLS as students independently and with support read complex literary and informational texts. Students also respond to critical thinking questions at the higher level of Bloom’s Taxonomy and teachers align questions to NYS Standardized test questions using Engage NY and other CCLS-aligned resources. The instructional shifts in mathematics guide daily instruction as teachers build conceptual understanding and develop student’s ability to interpret and respond to multi-step questions and word problems.

Priority Needs - Item analysis of NYS State exams and school wide assessments in English Language Arts indicate the following targeted areas for improvement—author’s craft and story structure, central theme, and building students’ stamina in reading long, complex passages. Analyses mathematics assessments show needed improvement in interpretation of word problems and conceptual understanding of fractions. Based on 2013-2014 Quality Review, increased student-centered lessons with critical thinking questions and multiple entry points for students is a priority area for growth.

Part 2 – Annual Goal

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

By increasing rigor and engagement in daily lessons, by June 2016, 60% of students in Grades 4 and 5 at proficiency Levels 1 & 2 will demonstrate growth on New York State English Language Arts and Mathematics Exams. In June 2016, 70% of students in Grades 2-5 will show an increase of 5 points on the NYC Writing Performance Exam.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Grade level professional development workshops on Mondays will focus on customizing daily instruction and assessments to meet the needs of various learners including ELLs and SWDs. Teachers will engage in professional learning activities to deepen understanding of: 1)CCLS 2)UDL strategies for student engagement 3)designing of rigorous tasks and activities using Bloom’s Taxonomy and Webb’s DOK. Teachers will receive training on new writing program, Self Regulated Strategy Development. Teachers will also receive professional development to strengthen understanding of the seven writing traits and strategies for embedding the traits in daily writing lessons and include students’ use of writing rubric for self and peer assessments in daily lessons.</p>	<p>All Teachers</p>	<p>September 2015-June 2016</p>	<p>UFT Staff Developer; Assistant Principal; Office Teacher Effectiveness; Educational Consultants</p>
<p>Class sizes for Grades K-3 will be reduced with an average of 20-22 students per class. Academic Intervention Services will focus on students in the lowest third percentile and identified at-risk students in Mathematics and ELA. During afterschool program, paraprofessionals will be utilized to support teachers in providing reading instruction to struggling students in Grades 2-5. Afterschool programs will also focus on writing development using CCLS-aligned writing tasks. Students will receive additional support in using Self Regulated Development Strategy to complete writing tasks for each unit of study. During daily 30-minute block, Response to Intervention will be provided to Tier 2 students by cluster teachers using research-based programs--Wilson’s, Recipe for Reading, Focus on Intervention.</p>	<p>At-risk students; lowest third Grades 2-5</p>	<p>September 2015-June 2016</p>	<p>UFT Staff Developer; Assistant Principal</p>
<p>Daily, students will write responses to complex fictional and non-fictional texts in writing journals. Weekly, grade teams will select text and design critical thinking questions targeting specific reading skills. Students will use NYS State ELA rubric for self and peer assessment. In daily math journals, students will also respond to critical thinking math word problems designed by teacher teams and use of NYS Mathematics rubric for self and peer assessment.</p>	<p>All students in Grades 2-5</p>	<p>September 2015-June 2016</p>	<p>Classroom teachers; grade team leaders; paraprofessionals</p>

Monthly <i>Common Core Classroom for Parents</i> will develop parents' understanding of reading and math standards through simulated reading, writing and math activities. Parents will also be trained in the use of instructional programs, Bookflix, RAZKids, BrainPop and Imagine Learning for extended use at home. Once per month during parent engagement period on Tuesday, grade team teachers will collaborate in planning and presenting writing strategies through simulated activities to parents in order to promote support of writing at home.	Parents	September 2015-June 2016	Teachers; UFT Staff Developer; Assistant Principal
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
ReadyGen and GoMath Instructional Program; UFT Staff Development Coach; Educational Consultant; Afterschool CCLS workshops; Imagine Learning; Bookflix; RAZKids, Focus on Intervention; Recipe for Reading; Wilson's; <i>Ready</i> Instructional Guide in Reading and Mathematics; CCLS Parent Workshops; SRSD Resources; Performance Task; student daily journals; inquiry teams; common planning of writing tasks per unit											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
To monitor students' progress in ELA and Mathematics, ReadyGen and GoMath unit assessments; midyear school-wide mock exams in Mathematics and English Language Arts will be administered and analyzed by administrative team and grade teams. Student writing will be monitored through teachers' assessment of student journals using outlined criteria; Midyear writing performance will assess student development of seven writing traits.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

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

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

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

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

Part 1 – Needs Assessment

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

Based on Advance summary reports, in 2014-2015 98 percent of teachers were rated Effective and Highly Effective in Domain 2 . However, while effective practices in Domain 2 remained consistent, ratings in Domain 3, specifically Components 3b and 3c are inconsistent and a small percentage of teachers still demonstrate ineffective practices. Thirty percent of teachers were rated Developing and Ineffective in Domain 3.

Upon review of teacher observation reports, feedback conference notes, setting professional goals with teachers and review of The 2013-2014 Quality Review report, all evidence indicate that development of teacher practice in designing instruction to provide multiple entry points for students; student centered instruction and use of critical thinking questions to promote student discussion remain critical areas of growth.

Part 2 – Annual Goal

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

With increased teacher collaboration and focus on data analysis for instructional planning, by June 2016, 50% of teachers with developing and ineffective practices in Components 3b and 3c of the Danielson Framework will increase one level in HEDI ratings .

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Increased collaboration of teachers will include additional common planning for grade teams and pairs of teachers. Grade team leaders will structure meeting times by setting goals, agendas and next steps for daily instruction. For uniformity across grades, teachers will collaborate in teaching units of study in ReadyGen and Go Math; designing grade wide writing performance tasks; creating math and reading exams; and selection of texts, critical thinking questions and word problems for daily reading and math journals. Common planning will also include integration of computer programs (i.e. Imagine Learning, Bookflix, RAZKids,) in daily lessons to meet the needs of various learners. To create a more supportive environment for students, during grade team meetings, NEST-trained teachers will share strategies and techniques (i.e. whole body listening) with colleagues in order to address student behaviors in general education classrooms.</p>	<p>All teachers</p>	<p>September 2015-June 2016</p>	<p>NEST-trained teachers; Grade team leaders; Assistant Principals</p>
<p>Weekly professional learning experiences will include activities and discussions guiding by the following professional texts: <i>Driven by Data Driven Instruction</i>; <i>The Power of Teacher Rounds</i>; <i>Teach Like a Champion</i> <i>Danielson Framework for Teaching</i>; varied texts on differentiation by Carolann Tomlinson. Teachers will deepen understanding of rigor, engagement and effective use of assessments to inform daily instructional decisions. Professional learning will also focus on unpacking the language of the Danielson Framework in Components 3b and 3c and strategies for creating student-centered activities and discussions.</p>	<p>Grade team teachers; clusters; paraprofessionals</p>	<p>September 2015-June 2016</p>	<p>Teachers; UFT Staff Developer; Educational Consultants; Administrators</p>
<p>During weekly common planning and grade team meetings on Tuesdays, teachers will engage in inquiry work using various protocols for looking at student work. Teachers will increase a focus on item analysis of unit exams with clear next steps for instruction for groups and individual students. Teachers will learn processes for</p>	<p>Grade Teams</p>	<p>September 2015-June 2016</p>	<p>Teacher leaders; grade teams; educational consultant</p>

using student data to design daily tasks for Tier 1, 2 and 3 students.			
Administrators will conduct series of instructional rounds to identify specific problems of practice around Components 3b and 3c on each grade level. Select teachers will receive professional development on the <i>Power of Teacher Rounds</i> and Educational consultant and/or UFT staff developer will facilitate a series of rounds for varied groups of teachers. Teachers will identify problems of practice and strategies for implementation in daily instruction. Developing and new teachers will be paired with veteran teacher with effective practices in 3b and 3c for common planning, intervisitations and other support.	New teachers; Teachers with developing practices	September 2015-June 2016	Administrators; veteran effective teachers; UFT staff developer; educational consultant

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.											
<i>Driven by Data Driven Instruction; The Power of Teacher Rounds; Teach Like a Champion Danielson Framework for Teaching; varied texts on differentiation by Carolann Tomlinson; educational consultants; UFT Staff Development coach; Office of Teacher Effectiveness Coach; District Teacher Development support</i>											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Administrators will monitor indicators of teacher collaboration that will include uniformity of lessons, grade assessments, team meeting agendas through weekly classroom observations and monthly instructional rounds. Advance summary data will be generated in November, February and May to identify trends in teacher ratings in Domain 3.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

<ul style="list-style-type: none"> Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

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

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

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

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

Part 1 – Needs Assessment

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

P.S. 244 Parent Association supports the school’s instructional program through purchasing of instructional materials and technology that supports enrichment programs. PA also partners in building a supportive environment for students by facilitating picture days, dessert parties for Kindergarten students, hosting Family Nights and other student activities. Parents are present in our building on a daily basis and they are always willing to assist in classrooms and the school environment. However, while P.S. 244 serves more than 600 students, attendance at PA meetings and monthly CCLS workshops averages between 15-20 parents.. Learning environment survey was completed by less than 50 percent of parents despite several incentives to increase participation.

Part 2 – Annual Goal

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

By June 2016, increase parent participation by 50% in schoolwide initiatives and events (i.e. Class Parents, Parents as Reading Partners, Career Day) and attendance at PA meetings and workshops.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>We will increase communication with our parents by continuing and developing the following practices: Parent handbook distributed in September; Monthly Parent Association and Grade Team Newsletters, parent suggestion box and voice</p>	<p>Parents, guardians, family members</p>	<p>September 2015-June 2016</p>	<p>Staff developer, Assistant Principals, Parent Coordinator, teachers</p>

messenger. We will further develop the practice of weekly folders with student work; expand school's website; increase role of class parents and hold additional "Chat and Chews" with the principal. Monthly parent workshops for parents of SWDs (Students with disabilities) including NEST students, ELLs (English Language Learners).			
CCLS Classroom for Parents will build knowledge of reading, writing and math standards; exposure test-taking strategies for development at home; use of online programs (RAZKids, Brainpop, Bookflix, etc.	Parents, guardians, family members	September 2015-June 2016	Staff developer, Assistant Principals, Parent Coordinator, teachers
Surveys will be conducted quarterly by the Parent Coordinator with support of class parents to identify topic of interests and concerns.	Parents, guardians, family members	September 2015-June 2015	Parent coordinator, class parents, PA board members
Increased number of initiatives to promote character development, skills, intellect, sportsmanship and fun will include; PRIDE ceremonies, Core Virtues of the month, Bucket Fillers, Honor Roll and perfect attendance, Readers are Leaders, Career Day and Positive Behavior Assemblies.	Students, Parents, guardians, family members	September 2015-June 2016	Guidance Counsellors, Assistant Principals, teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21st Century Grant		SIG/SIF	X	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.
Level of parent engagement will be measured by the attendance rates at monthly PA meetings and parent workshops. PC will also monitor the number of parents participating in and supporting schoolwide initiatives and events.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Students who are performing in the lowest third on each grade level	Wilson, Recipe for Reading, Imagine Learning, Focus Intervention, RTI, Guided Reading, Differentiated Tasks	Small group of 4-6 students and one on one.	Daily 30 minute block, After School, Push In and Pull Out and during the school day.
Mathematics	Students who are performing in the lowest third on each grade level	Focus Intervention (Math) STAMS	Small group of 4-6 students and one on one with specialists.	Daily 30 minute block, After School, Push In and Pull Out and during the school day.
Science	Lowest third of student population who have difficulty reading and responding to informational texts;	Focus Intervention; STARS; <i>Ready; Writing Performance</i>	Small group of 4-6 students and one on one.	Weekly lessons
Social Studies	The lowest third of student population who struggle in reading and responding to informational texts.	Focus Intervention; STARS; <i>Ready; Writing Performance Task</i>	Small group of 4-6 students and one on one.	Weekly lessons
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students who consistently struggle with making right choices; persistently absent,	Conflict resolution strategies, guidance	One on one	Bi-Weekly and weekly sessions

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • Newly hired teachers are vetted through an interview process with administration, staff developer and exemplary teachers on similar assignments. • Mentors are assigned and work closely with newly hired, untenured teachers. • UFT Teacher Center provides support and materials to develop and promote the Common Core Learning Standards. • All teaching staff, including newly hired teachers, participate in high quality professional development which focus on the development of rigorous instruction for all students.

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).
<ul style="list-style-type: none"> • Differentiated professional development is prepared and disseminated at the school for teachers, paraprofessionals and support staff. • Teachers, coaches, and administrators participate in NYC professional development relating to the Core Curriculum • Teachers attend professional development sessions provided by UFT Teacher center. They then turnkey their training to other staff members. • Teacher teams attend professional development sessions provided by network and educational consultants. Opportunities to turnkey information are provided. • Ongoing weekly professional development for all teachers in order to develop a deeper understanding of Teaching Framework which will provide them with the tools needed to enable their students to meet the CCLS.

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.).

Pre Kindergarten curriculum is aligned to the CCLS. Prekindergarten teachers receive CCLS professional development pertaining to their population in addition to school wide professional development in Danielson’s Framework for Teaching. Parent involvement activities are planned to include and inform prekindergarten parents of kindergarten expectations and learning standards

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.

A committee was formed to evaluate the Methods of Student Learning (MOSL) and to come to consensus on the use of assessment measures. Extensive professional development is provided to teachers in the use of assessments to inform and differentiate instruction. Grade level teams and an instructional team that encompasses all grades are integral part of the decision making process determining instructional program and the selection of assessments.

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for	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.

		FY '16 school allocation amounts)	Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	451,059.00	X	Page 18
Title II, Part A	Federal	242,929.00	X	Page 13
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,046,113.00		

1Explanation/Background:

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

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

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

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

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

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

purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[Richard R. Green]**, 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. **[Richard R. Green]** will support parents and families of Title I students by:

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

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

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

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

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

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

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;

- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **18K244** School Name: **P.S. 244, Richard R.Green Elementar**
Superintendent: **Beverly Wilkins**

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.learn DOE.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

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

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

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

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

Prior to the parents disclosing their preference for how they wish to receive written and oral communication the first time registrant go through a process of identification- being possible ELL. On the first day the child comes to the school to be enrolled a certified staff member administers the Home Language Identification Survey (HLIS). HLIS are filled in only by first time registrants into New York City School System. The form is part of the registration packet given to parents/guardians of new admits. A translator is provided if the parent speaks a language other than English. An informal interview about the student's home language and previous school experience is conducted. During this time the parent/guardian is asked his/her preferred language- the language he/she wishes to receive notifications and documentations in.

During the informal interview, basic questions are also directed in a friendly manner to the child. This informal interview is simply used to ascertain what is being entered into the HLIS during the admission process.

After the HLIS is administered and the interview conducted the ENL teachers, review all the HLIS forms to see if there are discrepancies. If parents select a language other than English for one question in numbers 1-4 and two questions for question 5-8 the child is considered to have a language other than English at home. This does not make him/her an ELL, however, a diagnostic test is administered to determine English Language proficiency. This test is the NYSITELL and if the data shows that the child is an ELL parent notifications are sent home and a package is sent home inviting them to a Parent Orientation. On the day of orientation a Parent Orientation Video is viewed (in the parent's preferred language) this explains the three program options. With a translator's assistance the parent then fills out a Parent Survey and Program Form (in the preferred language). During the orientation process the parents will discuss with the ENL teachers the language he/she wants communications. The parent choices are noted and staff that interacts with the students are informed of the ELL parent's choice.

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.

At P.S. 244, the Richard R. Green School, the preferred languages for parents of our ELLs are:
Haitian Creole,
Spanish and
French

Part B: Creating a Communications Calendar

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

At P.S. 244, we are aware that strong communication between home and school is essential. We therefore communicate with parents in several languages. Conveniently, our school has staff members that are fluent in the languages of our students and the preferred languages of their parents. We therefore disseminate the following documents in the preferred languages of our parents; Parent Letters on but not limited to Parent Teachers' Conferences, notifications of all States Assessments (English Language, Mathematics and Science), Promotional Letters (Promotion in Doubt), after school programs, ENL Teacher meeting with ELL parents, IEP meetings and safety concerns.

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.

1. Parent Teacher Conferences: September, November, March and May(All teachers)
2. Parent Association Meetings: Monthly.(Staff Developer, Administrators)
3. Parent Workshop: Monthly (Staff Developer, Teachers, Administrators)
4. Parent Engagement Evening: weekly on Tuesdays .
5. Homework Help: every fourth Tuesday of each month.
6 IEP Meetings: Annually (Guidance Councillor, IEP Teacher, Class teacher, Assistant Principal, Psychologist, Social Worker)

Part C: Providing Language Assistance Services

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

Last school year, our parents expressed how pleased they were in receiving notifications in their preferred languages. The translation of important documents were often done through the use of 'google translation'. We also were able to use staff members who were fluent in the different languages to validate translations. So, our translation was done in-school.

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.

Conveniently, P.S. 244 has a significantly large population of staff members that are fluent in the languages of our parents' preferred languages. Select staff members are therefore used to assist in over-the phone conversations. Staff members are also invited to parent-teacher conferences, IEP meetings and other meetings that our Parents of ELLs attend.

Part D: Training Staff on Policies and Procedures

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

It is imperative that our staff are aware of steps taken to make the parents of our ELLs comfortable in our school. Administration, therefore has taken steps to educate the staff. We had members from our Language Proficiency Team, turnkey Memo in Teachers' Handbook, LPT will continue to turn key information to staff members on the translation process. Reminders and notifications are sent to staff about the steps that maybe taken in translation process.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access

Language ID Guide at security desk and main office

At P. S. 244, we are aware that we are responsible for providing each parent whose primary language is a covered language and who requires language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services and these have been provided.

B. In our school at the East 54th Street entrance a sign in each of the covered languages (Spanish, Haitian Creole), indicate availability of interpretation services.

C. Our school's safety plan contains procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.

D. Presently, we do not have 10% of any language group besides English in our population.

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)

In order to gather data on the quality of services provided for our parents, administration will continue to send out surveys to get feedback. The data from these surveys will be analyzed by staff members fluent in the different languages and data from these will be used accordingly. In addition, all classes in our school have 'Class Parents'. These Class Parents (fluent in different language) will communicate with parents via telephone calls, text messages, emails and face-to-face meetings. Data collected from 'Class Parents' will be used to assess the quality of our services to parents in general and parents of ELLs specifically.

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 18K244 **School Name: P.S. 244, Richard R.Green Elementar**
Superintendent: Beverly Wilkins

Before you begin, please check the following:

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

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

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

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

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

Surveys, HLIS, ATS, Emergency contact cards

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.

Haitian Creole, Spanish

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.)

Parent Letters on but not limitted to : Parent Teachers' Conferences, All States Assesments, Promotional Letters, After School Programs, Meeting with ELL Parents, Safety Concerns.

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.

1. Parent Teacher Conferences; September, November, March and May(All teacher) 2. Parenet Association Meetings: Monthly.(Staff Developer, Administrators) 3. Parent Workshop: Monthly (Staff Developer, Teachers, Administrators) 4. Parent Engagement Evening: one per year 5 (Grade Teacher Teams). IEP Meetings: Annually (Guidance Councillor, IEP Teacher, Class teacher, Assistant Principal, Psychologist, Social Worker)

Part C: Providing Language Assistance Services

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

Google Translation, Staff

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

Staff

Part D: Training Staff on Policies and Procedures

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

Memo in Teachers' Handbook, LPT will turn key information

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

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)

Parent survey and Class Parents