

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

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

**29Q116**

**School Name:**

**PS/IS 116 WILLIAM C. HUGHLEY**

**Principal:**

**DEBRA FARROW**

## Comprehensive Educational Plan (CEP) Outline

**Section 1: School Information Page**

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

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

**Section 4: CEP Overview**

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

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

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

**Section 7: Title I Program Information**

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

**Section 1: School Information Page**

**School Information**

School Name: The William C. Hughley School School Number (DBN): 29Q116  
Grades Served: Pre-K through 8  
School Address: 107-25 Wren Place Jamaica NY, 11433  
Phone Number: 718- 526-4884 Fax: 718- 658-5663  
School Contact Person: Debra Farrow Email Address: Dfarrow@schools.nyc.gov  
Principal: Debra Farrow  
UFT Chapter Leader: Danielle Thompson  
Parents' Association President: Nathaniel Henderson  
SLT Chairperson: Marisol Minueza  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Cindy Sparkes  
Student Representative(s): N/A  
N/A

**District Information**

District: 29 Superintendent: Lenon Murray  
Superintendent's Office Address: 222-14 Jamaica Avenue, Room 217 Queens Village, NY 11428  
Superintendent's Email Address: Lmurray3@schools.nyc.gov  
Phone Number: 718-264-3146 Fax: 718-264-3148

**Borough Field Support Center (BFSC)**

BFSC: Queens South Director: Marlene Wilks  
Director's Office Address: 82-01 Rockaway Blvd.  
Director's Email Address: MWilks@schools.nyc.gov  
Phone Number: 718-281-3259 Fax: \_\_\_\_\_

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

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Debra Farrow	*Principal or Designee	
Danielle Thompson	*UFT Chapter Leader or Designee	
Nathaniel Henderson	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative (staff), if applicable	
Cindy Sparkes	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Floresca Rice	Member/ Parent	
Sahara Khanom	Member/ Parent	
Onicka Miller	Member/ Parent	
Silicia Collins	Member/ Parent	
Georgette Johnson	Member/ Parent	
Racquel Wray-Spence	Member/ Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Joan Stanley-Duvernay	Member/ Teacher	
Jonathan Norman	Member/ Teacher	
Jacqueline Francis	Member/ Teacher	
Leah Cromer	Member/ Teacher	
Maureen DeMartino	Member/ Teacher	
Diane Rantahall	Member/ Parent	

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

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

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

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

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

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



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

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

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

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

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

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

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

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

## The Quality Review and the Framework for Great Schools

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

### NYCDOE’s Quality Review (QR)

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

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

### Title I Requirements and Strengthening Title I Parent Involvement

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

## Section 4: CEP Overview

Develop a narrative summary that includes:

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

The William C. Hughley school is a public school in Jamaica, New York. P.S./I.S 116Q is a combination elementary and middle school that houses students in grades pre-kindergarten through eight. The school is located geographically in New York City district 29. The school's total population is 748 students, of which 352 (47%) are male and 396 (53%) are female. The school comprised of 67% Black or African American students (n = 498), 21% Latino or Hispanic students (n = 155), 7% Asian or Native Hawaiian/ other Pacific Islander (n = 51), 2% White or Caucasian (n = 19), 2% American Indian or Alaska Native (n =15), 0% multiracial (n = 3), and 1% other (n =7). In addition 100% of students are eligible for free lunch.

### School Vision & Mission Statement

At the William C. Hughley School, we believe in providing a safe nurturing learning environment, where students benefit from an academically rigorous curriculum rich in the Arts, Science, and Social Studies as well as ELA and Math. On a daily basis students are presented with clear objectives for learning, rigorous tasks, and opportunities to engage in accountable talk. We will build our students character by infusing service learning in our daily lessons and actions that teach them to solve real life problems. They will participate in school and community projects that are positive and meaningful. By laying a solid foundation across content areas and by infusing the Arts and character building into the curriculum, it is our goal to prepare every scholar at our school to enter and graduate from a four year college or university. We believe and are truly committed to the following:

**S** tudent

**T** eacher

**A** cademic

**N** urturing

**D** edication

**A** spiring

**R** espect

**D** evelopment

**S** ocial

The William C. Hughley school's middle school is called Liberty Academy. Liberty Academy houses grade 6-8 students.

Liberty Academy Highlights:

Liberty Academy is a middle school serving approximately 160 students. We are a small school that provides focused and individualized instruction to support our community of learners. We offer rigorous curricular that focuses on mathematics, English Language Arts, Science, Social Studies, Music and the arts. We have a strong emphasis on College and Career Readiness . All of our students understand the significance of obtaining a great education in preparation for college and/or careers in the future. In fact our 6th, 7th and 8th grade students are referred to as class of 2025, 2024, and 2023, respectively., as these years indicate the years in which they will graduate college.

Academic Programs/Offerings:

**Urban Advantage** – Urban Advantage (UA) is a Middle School Science Initiative. UA is a standards-based collaboration between urban public school systems and science-rich cultural institutions including zoos, museums, botanical gardens, and science centers to improve students’ knowledge of science and engineering practices. UA students have opportunities to immerse themselves in scientific and engineering practices and explore why these practices are central to science and engineering.

**Middle School Quality Initiative (MSQI)** - MSQI is a comprehensive program that focuses on strengthening literacy instruction in all middle school grades. MSQI’s goal is to establish successful models that result in significant progress in

increasing the overall percentage of eighth grade students graduating reading on or above grade level, thereby ensuring that greater numbers of young adolescents are securely on the pathway to high school, college, and career success. The 5 MSQI Pillars include:

- Reading, screening & monitoring
- CCLS literacy across the content areas
- Strategic reading tutoring & What I Need (WIN) Periods
- Teacher teams
- Continuous professional development

**MSQI Extra/ Expansion:** Through a partnership with the Sports and Arts in Schools Foundation (SASF) and the Education Innovation Laboratory at Harvard University (EdLabs), Liberty Academy offers our students an additional twelve hours per week of literacy-focused support embedded within an engaging, high-interest extended learning day.

**Strategic Reading Tutoring-** guarantees students' daily access to targeted reading instruction.

Every child participates in small group strategic tutoring during & after the school day for either intervention or acceleration. Student groups receive targeted reading instruction that is carefully designed to expand and deepen reading

skills. Ongoing reading assessments inform teachers on which group best meets students’ specific needs. Groups are flexible and change with students’ needs. While identified students are participating in strategic reading periods, lower performing and higher functioning students will engage in intervention and enrichment WIN instruction, respectively.

These classes are designed to meet students where they are and to develop their individualized strengths.

**SASF:** SASF's mission is to help bridge the academic performance gap among under-achieving students by extending the school day and year with wholesome, skill-building activities designed to improve New York City children's academic performance, health and wellness, attitude towards school, self-confidence, character and values, and opportunity for lifelong employment.

**Special Student Populations:**

The William C. Hughley school services many students who are in temporary housing. We also have a rapidly growing population of students With Disabilities (SWD) and English Language Learners (ELLs). Our students need many financial, social and emotional resources to combat many of their family/home situations.

**Great School Framework:**

During the 2014-2015 school year, our school focused on building strong family and community ties. We have established a warm and inviting environment in which parents feel comfortable and welcomed. We have also provided numerous professional Learning activities for parents. These need-specific workshops and professional learning opportunities helped parents support their children academically, socially, and emotionally. Professional learning sessions took place during the school day, afterschool, and on weekends in multiple forums.

An action team comprised of administrators, staff, and parents was established to create opportunities for family involvement and securing a stronger school-family partnership.

The William C. Hughley school also hosted various family nights: literacy/reading, mathematics. In addition many family weekend trips were organized: Museum of Natural History, Hall of Science, Brooklyn Botanical Gardens, etc.

**Looking Forward:**

We will continue to find ways to build strong family and community ties as we understand that parental and community engagement positively impact student achievement. In addition we will focus on developing rigorous instruction for all students, building capacity within our school community, encouraging collaboration between our teachers, creating and nurturing a supportive environment and maintaining effective school leadership.

## 29Q116 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	768	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	19	# SETSS	N/A	# Integrated Collaborative Teaching
				2
Types and Number of Special Classes (2014-15)				
# Visual Arts	2	# Music	4	# Drama
				N/A
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	78.4%	% Attendance Rate	89.8%	
% Free Lunch	70.9%	% Reduced Lunch	2.0%	
% Limited English Proficient	8.9%	% Students with Disabilities	20.1%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.1%	% Black or African American	67.2%	
% Hispanic or Latino	23.9%	% Asian or Native Hawaiian/Pacific Islander	5.4%	
% White	2.3%	% Multi-Racial	0.1%	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.15	# of Assistant Principals (2014-15)	1	
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)	2	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	10.0%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)	6.62	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	13.1%	Mathematics Performance at levels 3 & 4	14.2%	
Science Performance at levels 3 & 4 (4th Grade)	63.1%	Science Performance at levels 3 & 4 (8th Grade)	30.4%	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A	
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	N/A	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	N/A	
Economically Disadvantaged	NO			
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	NO			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			

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

**Section 5A – Framework for Great Schools Element – Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

**Part 1 – Needs Assessment**

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

**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.

**Part 3 – Action Plan**

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

**Part 4 – Budget and Resource Alignment**

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

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

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

**Part 5 – Progress Monitoring**

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

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

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

**Section 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.

Student attendance has been a concern at the William C. Hughley school for the past several years. During the 2013-2014 school year there was a decline in students’ attendance by 1.6%; the attendance percentage for the 2013-2014 school year was 89.8%. Attendance was a CEP goal and focus of ours for the 2014-2015 school year. Our goal was to increase student attendance by 2%. Although we did not meet our goal, we made a 1.12% increase in student attendance, resulting in attendance percentage of 90.92% for the 2014-2015 school year. We will continue to work toward this goal, as research shows that attendance is related to student outcomes. Students who are present for school receive instruction and therefore perform at a higher rate than students who are not in attendance.

### Part 2 – Annual Goal

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

By June 2016, there will be a 2% increase in the early childhood grades’ (Pre-K, K & 1) attendance rates as measured by the school’s annual attendance report.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>The attendance team will meet and analyze attendance data monthly. Daily and monthly reports will be analyzed to identify attendance trends (lateness and absences).</p>	<p>Pre-K, k, and 1</p>	<p>September 2015 – June 2016  (Ongoing)</p>	<p>Attendance Team, teachers, administrators, secretaries, family workers, Attendance teacher</p>
<p>Names of absent students will be posted daily, for possible corrections. Daily announcements will be made identifying grades and classes with perfect attendance; monthly announcements will identify students with perfect attendance.</p>	<p>All grades</p>	<p>September 2015 – June 2016</p>	<p>Attendance Team, teachers, administrators, secretaries, family workers, Attendance teacher, Parent Coordinator</p>
<p>Student incentive programs will be implemented to improve student attendance (NBA: Never Been Absent List). Bi-Monthly celebrations and awards ceremonies will be held for students with improved attendance percentages. Parents will receive a monthly calendar of activities.</p>	<p>Pre-K, K, and 1</p>	<p>September 2015 – June 2016  (ongoing)</p>	<p>Attendance Team, teachers, administrators, secretaries, family workers, Attendance teacher, Parent Coordinator</p>
<p>Create parent incentive programs that will encourage Pre-K, K and 1<sup>st</sup> grade parents to bring their children to school daily. I.e. coupons for clothing stores, grocery/supermarkets, etc. Also, invite parents whose children have perfect attendance to monthly parent networking/celebration tea parties.</p>	<p>Pre-K, K, and 1</p>	<p>September 2015 – June 2016  (Ongoing)</p>	<p>Attendance Team, teachers, administrators, secretaries, family workers, Attendance teacher, Parent Coordinator</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Partnerships with local and city-wide vendors/merchants; fundraisers will help raise money for monthly incentive programs.</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

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

By January 2016 attendance rates for Pre-k, K and 1<sup>st</sup> grade students will increase by 1%.

**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.

In Accordance with Race to the Top, an Annual Professional Performance Review (APPR) was developed in order to evaluate teacher effectiveness. As this evaluation system is relatively new, it is comprised of new metrics and rubrics for evaluating teacher practices. The Danielson Framework is the rubric that was adopted to measure teacher practices. It is imperative that teachers receive the training and support they need in order to be successful in moving students. After continuous review of teacher effectiveness, review of teacher advance data from the 2014-2015 school year, and findings from professional learning needs assessment, it was determined that teachers required more professional development. Our 2014-2015 Overall teacher rating indicated that 98% of our teachers were Effective or Highly Effective teachers. However, 21% of teachers who received an overall rating of effective have a HEIDI score that is less than 80. We are committed to Professional learning opportunities will help move all of our teachers, to higher level of effectiveness. Teacher practice is directly linked to student outcomes, thus supporting teachers through professional development and learning will positively impact student achievement.

### Part 2 – Annual Goal

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

By June 2016, all teachers at P.S. /I.S. 116 will engage in meaningful targeted professional learning opportunities in accordance with the CIE, and Danielson Framework for Teacher Effectiveness, that will result in 85% of teachers showing improvement on the MOTP HEIDI score.

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Teachers will receive professional learning that pertains to Teacher Effectiveness and the Danielson Framework. Professional development sessions will deeply delve into the 8 components of the Danielson Framework, with special attention to the three components that encompass Domain three-Instruction. Sessions will provide information, best practices and various strategies for teachers to utilize in the classroom. Professional learning sessions will focus on: questioning and discussion techniques, engaging students in learning, and using assessments in instruction.	All teachers and staff	September 2015 – June 2016  (Ongoing)	Administrators, teachers, Instructional Coach, Teacher Leaders, Specialists, Professional Learning Committee, TLP facilitator and participants
Teachers will engage in collaborative work through inter-visitations, team and grade meetings. Teachers will also engage in district –level collaboration with teachers from other schools in district 29.	All teachers and staff	September 2015 – June 2016  (Ongoing)	Administrators, teachers, Instructional Coach, Teacher Leaders, Specialists, Professional Learning Committee, TLP facilitator and participants
Teacher will engage in teacher inquiry. Teacher Leadership Program participants and teacher leaders will facilitate inquiry work.	All teachers and staff	September 2015 – June 2016  (Ongoing)	Administrators, teachers, Instructional Coach, Teacher Leaders, Specialists, Professional Learning Committee, TLP facilitator and participants

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
Common planning periods will be used for teachers to discuss and assess the implementation of the strategies and practices during professional planning, grade meetings, and weekly teacher team meetings. Administrators will meet with teachers and staff to assess implementation and impact of strategies, best practices and resources provided. Teacher leadership partnership will serve as a resource for TLP participants.										
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant

	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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**Part 5 – Progress Monitoring**

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

By January 2016 25% of teachers will show improvement in their MOTP HEIDI score.

**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**

- 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.

Improving schools is complex and challenging; it can’t be done without strong leadership. (Teacher Leadership Program). In order to create a productive community of learners, all stakeholders must work together. P.S. /I.S. 116 would like to build capacity within the school building at all levels. This will create a culture of trust and collaboration thereby nurturing the personal, professional and intellectual growth of students, teachers and staff members. As a school we need more individuals (students and staff members) assuming leadership roles in an effort to move our school upward. As a result of this, a culture of "togetherness" should develop.

### **Part 2 – Annual Goal**

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

By June 2016, distributive leadership levels will increase by 10% among student and teacher leaders as measured by building participation in school activities.

### **Part 3 – Action Plan**

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Teacher Leaders: teachers will have the opportunity to volunteer to facilitate professional learning opportunities utilizing their strengths and showcasing them to staff.	Teachers and staff	September 2015 – June 2016  (Ongoing)	Administrators, teachers, Instructional Coach, Teacher Leaders, Specialists, Professional Learning Committee, TLP facilitator and participants
Student Leaders: Student council and community service opportunities will be created to encourage student interest and highlight the importance of student voice.	Students	September 2015 – June 2016  (Ongoing)	Administrators, teachers, Instructional Coach, Teacher Leaders, Specialists, Professional Learning Committee, TLP facilitator and participants
Administrators will encourage and support student and teacher leaders.	Administrators, Teachers, staff, and Students	September 2015 – June 2016  (Ongoing)	Administrators, teachers, Instructional Coach, Teacher Leaders, Specialists, Professional Learning Committee, TLP facilitator and participants

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Bi-weekly student council meetings and teacher liaisons to facilitate this activity. Professional learning committee meets with teacher leaders who will facilitate workshops. Acknowledgement and support of student and teacher leaders.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

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

By January 2016, distributive leadership levels will increase by 5% among student and teacher leaders as measured by building participation in school activities

**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.

**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.

**Part 3 – Action Plan**

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

**Part 4 – Budget and Resource Alignment**

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

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

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

**Part 5 – Progress Monitoring**

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

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

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

**(Required for All Schools)**

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	<p>Students are identified using data from summative, formative, and secondary assessments, as well as data from state and local assessments. Students scoring in the lowest third percentile will be identified to receive AIS services.</p>	<p>The AIS department at PS116 provides small group instruction to students functioning below grade level. Differentiated instruction is given to reinforce phonemic awareness and comprehension skills. AIS services are administered during the regular academic day, Extended Day, as well as during Supplemental Education Services which is provided as an afterschool program.</p> <p>AIS instruction for grades K through 4 includes introduction to and reinforcement of: letter/sound recognition, word families, rhyming words, segmenting, initial and ending sounds, sight words, decoding, and writing. Analysis of running record results aid in the determination of a students' required course of action.</p>	<p>Small group and one to one</p> <p>Instruction is provided.</p>	<p>Service is provided during the school day, after school and weekend hours</p>

		<p>Grades 5 - 8 AIS instruction includes using visual, auditory, and kinesthetic modalities to teach reading strategies. These strategies reinforce the concepts of finding the main idea, identifying supporting details, comparing and contrasting, using context clues, making inferences, sequencing, and writing.</p>		
<b>Mathematics</b>	<p>Students are identified using data from summative, formative, and secondary assessments, as well as data from state and local assessments. Students scoring in the lowest third percentile will be identified to receive AIS services.</p>	<p>The AIS department at PS116 provides small group instruction to students functioning below grade level. Differentiated instruction is given to reinforce mathematics skills. AIS services are administered during the regular academic day, as well as extended day.</p>	<p>Small group and one to one  Instruction is provided.</p>	<p>Service is provided during the school day, after school and weekend hours.</p>
<b>Science</b>	<p>Students are identified using data from summative, formative, and secondary assessments, as well as data from state and local assessments. Students scoring in the lowest third percentile will be identified to receive AIS services.</p>	<p>The AIS department at PS116 provides small group instruction to students functioning below grade level. Differentiated instruction is given to reinforce comprehension skills in the content area. AIS services are administered during the regular academic day, as well as during Extended Day. In addition, we have teamed up with the New York Hall of Science and Learning</p>	<p>Small group and one to one  Instruction is provided .</p>	<p>Service is provided during the school day and after school.</p>

		<p>Gardens. Through these partnerships, students are exposed to hands-on scientific discovery. AIS instruction includes using visual, auditory, and kinesthetic modalities to teach reading strategies. These strategies reinforce the concepts of finding the main idea, identifying supporting details, comparing and contrasting, using context clues, making inferences, sequencing, and writing.</p>		
<p><b>Social Studies</b></p>	<p>Students are identified using data from summative, formative, and secondary assessments, as well as data from state and local assessments. Students scoring in the lowest third percentile will be identified to receive AIS services.</p>	<p>The AIS department at PS116 provides small group instruction to students functioning below grade level. Differentiated instruction is given to reinforce comprehension skills in the content area. AIS services are administered during the regular academic day, as well as Extended Day. AIS instruction includes using visual, auditory, and kinesthetic modalities to teach reading strategies. These strategies reinforce the concepts of finding the main idea, identifying supporting details, comparing and contrasting, using context clues, making inferences, sequencing, and writing.</p>	<p>Small group and one to one  Instruction is provided.</p>	<p>Service is provided during the school day.</p>

<p><b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Students are identified using data from OORS, at-risk counseling records, School Implementation Team (SIT), and the School Based-Support Team. Students may also be identified by teachers and staff members. Students identified by the aforementioned individuals, data, and teams will become the targeted group to receive At-risk services.</p>	<p>As a counseling service we provide strategies that help students to adjust and conform to the learning environment. On a daily basis during the regular school day we provide very concrete games and activities to assist the student with making a decision and accepting responsibility. In addition, support teams made up of guidance counselors, social workers, school psychologists, SAPIS Workers and all other pedagogues assigned, are responsible for addressing the social, emotional and personal needs of the student that prevents the student from learning.</p> <p>Counseling: individual and group counseling, these services include at-risk and mandated students. The average population of students serviced during this school year, were approximately 25. In addition to the at-risk services provided, teacher collaboration is utilized to assist teachers during crisis/emergency situations. Also, work with parents to understand student emotional/ academic functions. As a school psychologist, my</p>	<p>Small group and one to one</p> <p>Instruction is provided.</p>	<p>Service is provided during the school day.</p>
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		<p>work consists of doing cycle educational evaluations, educational planning conferences, and managing cases.</p> <p>Generally on a 1:1 basis, but occasionally small group counseling, for up to approximately 6 sessions, with students who are at risk of needing special education services or of requiring a more restrictive environment. Secondly, we meet with the parents of specific at-risk students to clarify issues, gather initial social history, provide information, referrals, and to discuss ways they can increase the chances of their children succeeding in school. Thirdly, observation of at-risk students. Lastly, consultation with teachers and other staff, concerning at-risk students. All services take place during the school day.</p> <p>Provide services daily to approximately 15 students during regular school hours. Mandated services are provided to one student daily with ADHD, two students who do not have 504s for school year 2010/2011diagnosed</p>		
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		with asthma or are not being properly medically managed.		
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## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### Part 2: All Title I Schools

#### 2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Prior to hiring a candidate, their credentials are verified by our Network's HR Director to ensure that the candidate holds valid NYS certification in that license area. The BEDS survey is reviewed periodically by the principal and the Human Resources director who works with our school to ensure that every teacher's assignment aligns with their license area so that all teachers are reported as Highly Qualified on the BEDS Survey.</p> <p>Strategies and activities used to attract highly qualified teachers to our school include:</p> <ul style="list-style-type: none"> <li>· Frequent communication with our Network Human Resources Director when vacancies occur.</li> <li>· The Network Human Resources Director partners with Central for assistance and guidance and for candidate referrals. The Central Office of Talent and Recruitment partners with colleges to locate highly qualified candidates.</li> <li>· Our school participates in Central Hiring Fairs where pre-screened HQT candidates are interviewed and recruited.</li> <li>· Our school established a partnership with St. Johns University, Adelphi University, Queens College , and York College to support the grooming of student teachers in the search of HQT candidates.</li> <li>· Our school engages in interviews with HQT candidates from The Open Market Hiring System and The Absent Teacher Reserve (ATR) Pool.</li> <li>· Our school establishes a rigorous interview protocol that includes intensive criteria for the selection of new staff members including demonstration lessons, interviews, and a review of New York State certification/licensing.</li> <li>· Our school maintains a professional library to promote promising and effective practices.</li> <li>· Our school provides teachers with curriculum maps, instructional resources and professional learning opportunities designed to ensure high quality instruction.</li> </ul>

#### 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).

High quality professional development is defined by several interactive factors. It implies rich content that is specifically chosen to deepen and broaden the knowledge and skills of teachers, administrators, paraprofessionals, and other key educational staff members. Our high-quality professional development is based on substantive well-defined objectives, structure, reflecting, well-thought out delivery, need, efficient use of time, varied and effective styles of pedagogy, discourse and application , and the use of formative and summative assessments.

### **Part 3: TA Schools Only**

#### **3a. Use of Program Resources**

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

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

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

### **Part 4: SWP Schools Only**

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

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

The Pre-kindergarten teachers use a thematic based curriculum, which they align with the Pre-Kindergarten Common Core Learning Standards. The curriculum is differentiated in order to meet the needs of all students; various access points exist for ELL students, Students with Disabilities, etc. Pre-Kindergarten teachers participate in school wide professional development in addition to pre-kindergarten professional development offered by New York City.

There is a huge emphasis on transitioning pre-kindergarten students and their parents. Students experience the “Day-and-Life” of a kindergartener. They visit and explore kindergarten classrooms, have breakfast and lunch in the cafeteria, participate in story time and a variety of learning activities. Parents are given the opportunities to attend workshops: what to expect in kindergarten, how to transition your pre-k child into kindergarten, etc. Parents are also provided with resource material ensuring a smooth transition. Baseline data is provided to kindergarten teachers through vertical articulation with pre-kindergarten teachers.

#### **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.

Teachers work collaboratively to create common assessments. Teachers create, select and reflect upon assessments during their common prep time, grade-level meetings, and teacher team meetings. Teachers are encouraged to

evaluate and reevaluate assessments as needed. Teachers’ feedback is used by administration to guide the purchasing of materials, as well as scheduling of assessments.

Teachers engage in ongoing professional development surrounding assessments; how to administer assessments (DRA, Writing on Demand, etc.), creating effective formative and summative assessments, using assessments to drive instruction.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			<b>Column A</b> Verify with an (X)	<b>Column B</b> Section Reference(s)
Title I Part A (Basic)	Federal	357,149.00	X	14, 16, 18
Title II, Part A	Federal	119,644.00		
Title III, Part A	Federal	11,200.00	X	14
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	4,029,326.00		

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

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

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

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

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

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

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

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

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

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

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

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

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

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### The William C. Hughley School's Parent Involvement Policy

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

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

### The William C. Hughley School's Parent Compact

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

#### **I. School Responsibilities:**

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

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

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

## **III. Student Responsibilities:**

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

- always try my best to learn.

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

**Directions:** Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>William C. Hughley, PS/IS 116Q</u>	DBN: <u>29Q116</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>25</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
# of certified ESL/Bilingual teachers: <u>2</u>
# of content area teachers: <u>0</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:           This year's Title III program will consist of the following: our ESL Direct Instruction Supplemental Program is scheduled for after-school. This program will take place twice a week for one and a half hours, (1.5). This program will begin on October 8th and end around April 30th, 2015. Two certified ESL teachers will service around 25 students. These students will be selected from grades 1-8. The "Imagine Learning" computer program will be used during this program.

This program has native language support in 8 languages, while promoting English. It also uses modeled instruction, guided practice and immediate feedback to each student during usage. "Imagine Learning" focuses on phonemic awareness, vocabulary, conversation, letter recognition, and story comprehension. Students are also encouraged to record their voices and compare their speech to the modeled responses. The "Imagine Learning" program includes concepts such as the alphabet sound/symbol correspondence and sight word recognition, while developing vocabulary and literacy skills. "Imagine Learning" teaches everyday English skills, as students listen, interact, and learn from characters in real-life situations.

Parallel to "Imagine Learning", students will receive direct academic support in content areas based on individual need. This need will be determined based on various assessments by the content area teacher. The language of instruction will be English.

Materials used will be "Reach" textbooks and other resources that will help achieve progress.

The rationale for selecting the students is to provide support in areas of various deficiencies:

For maximum effectiveness, the students are grouped based on certain criteria:

Subgroup 1 is long-term ELLs in grades 5-8 who need additional reading and writing.

Subgroup 2 is newly arrived middle and upper elementary school ELLs who need social and academic language development.

Subgroup 3 is lower elementary students who need instruction in vocabulary development, reading and writing.

As one teacher is working with one group, the other teacher is instructing a second group. The third group is working with "Imagine Learning".

After about 45 minutes, the groups rotate. The first two groups begin with "Imagine Learning" and the third group receives direct instruction for about 45 minutes. The teachers have created a rotating schedule to ensure that each group receives both direct and computer instructions.

## Part C: Professional Development

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

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

Begin description here:           The two certified ESL teachers in our school conduct workshops to provide support and information to enhance the delivery of instruction and services to ELLs. The audience is PS/IS 116 teachers and educational assistants who work with ELLs.

The list and tentative schedule of the workshops is listed below.

October - "Differentiation and the ELL student".

### Part C: Professional Development

December - "Traumas Immigrant Children Bring to the Classroom".

February - "How to Help the ELLs in the Classroom".

March - " Supporting vocabulary development in content areas".

April - " What is the NYSESLAT?"

Each workshop may last 45-60 minutes, followed by a Q&A session.

The Principal provides support to the teachers in all areas of the Common Core Learning Standards, which includes support for ELLs and students with disabilities. The newly formed PD committee has planned workshops to help teachers meet the various needs of the ELLs. This has also helped the ESL teachers align their work with State and City expectations. The ESL teachers attend on-going quality workshops provided by our Network and by DELLSS that focus on learning the Common Core Standards and its relation to the English Language Learners and many other relevant topics. We then turnkey the information to our staff.

### Part D: Parental Engagement Activities

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

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

Begin description here: \_

Our Parent Coordinator conducts several monthly parent workshops, (with translation services as needed), to ensure that all parents are informed of any new policies and programs that are available and/or affect their children. All schoolwide notices are translated into other languages before distribution. The monthly calendar that goes home with every student lists all the meetings, workshops and activities planned for that month. Several staff members are bilingual which include Educational Assistants, School Psychologist and Social Worker who assist when oral/written translation is needed during meetings, workshops and various activities. Some of the workshops are:

\* Parent Computer Lab workshop on how to access ARIS- tentative date is November, to be provided by the data specialist.

\* Adult ESL classes- TBA, to be provided by a retired DOE teacher.

\* Multicultural Feast -tentative date is November.

\* High School Articulation- conducted on Oct. 16 by the guidance counselor.

\* Parent info for DRA Literacy- TBA, provided by the coach.

\* Understanding Common Core Learning Standards- conducted on Oct. 10 by the coach.

\* Response to Intervention-TBA.

and many more to come.

We will also conduct informative workshops for the parents of the after-school program participants. A representative from the "Imagine Learning" program will conduct an interactive workshop to explain the different facets of "Imagine Learning" and how it is helpful for their children. Parents will be able to use the program and see the actual work that their child is doing. A second workshop will be presented by the after school teachers in order to share the progress the students are making with the parents. Translators will be provided during these workshops.

**Part E: Budget**

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

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

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

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **29Q1** School Name: **William C. Hughley**  
Superintendent: **Lennon Murray**

### 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](http://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

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

At PS/IS 116, Language preferences of the parent community are assessed based on the information completed on the HLIS. When A- one question on the HLIS Part I: questions 1-4 indicates that the student uses a language other than English, and B- two questions on the HLIS Part II: questions 5-8 indicate that the student uses a language other than English, and C- the interview with the parent and student indicates a language other than English, then that student is considered to have a home language other than English. Therefore, the home language is determined based on a combination of the interviews with the parent and student, and responses to the questions on the HLIS. The home language determination is not based solely on the responses to the questions (regardless of number of responses of one language or another). Over-the-phone interpretation services are available through the DOE's Translation and Interpretation Unit so that parents can receive language assistance and have their questions answered in their preferred languages. For DOE transfer students, ATS reports can be accessed in order to identify the preferred home language. The HLIS should also be located in the incoming student's cumulative folder. Information regarding parent language preferences can also be found in the Emergency Contact cards as well as surveys conducted at the beginning of the school year.

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 PS/IS 116, the preferred languages for both written and oral communication for parents of ELLs are Spanish, Bengali, Arabic, Haitian Creole, Urdu, and Quiche.

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

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

At PS/IS 116, the documents that are typically disseminated every year that require translation are progress reports and report cards, standards and performance expectations, rubrics, newsletters, conduct and discipline rules and regulations, safety and health pamphlets, special education and related services information, entitlement letters, legal or disciplinary notices, calendars, parent - teacher notices, after-school program information, NYS testing dates, letters from school leadership, school trips, general announcements, and surveys.

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.

Face to face meetings at PS/IS 116 usually are: Meet the Teacher Night in September, Parent -Teacher Conferences in November, March, and May, IEP meetings, conduct and disciplinary meetings, entitlement meetings, safety and health meetings, various meetings organized by the Parent Coordinator that inform parents about the Common Core Standards and variety of issues that have to do with students and their academic success. The school also organizes events that celebrate cultural events, such as Hispanic Heritage Celebration, etc.

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

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

PS/IS 116 meets identified translation needs by first identifying parents whose preferred home language is not English and makes provisions to have the necessary documents translated either in-house by school staff or through the use of the Translation and Interpretation Unit. All documents that PS/IS 116 disseminates throughout the school year have to be translated into the languages identified on the HLIS prior to distribution.

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.

PS/IS 116 meets identified interpretation needs by in-house school staff, on-site DOE interpreters when necessary, or by over-the-phone interpreters via the Translation and Interpretation Unit.

#### **Part D: Training Staff on Policies and Procedures**

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

All staff members at PS/IS 116 are informed about the use of translation services and over-the-phone interpretation services through the Translation and Interpretation brochure distributed at the beginning of the school year. Staff is also aware of this service through staff meetings and professional development.

#### **Part E: Providing Notice of Language Assistance Services**

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

##### Checklist of Notification Requirements

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

PS/IS 116 fulfills parental notification requirements for translation and interpretation services by providing each parent whose primary language is covered by the DOE translation service, and who requires language assistance services with a copy of the Bill of Parent Rights and Responsibilities. The bill includes their rights regarding translation and interpretation services. We post the availability of interpretation services signs in each of the school's covered languages near the primary entrance of the school, and by including procedures for accessibility to the administrative office for parents who are in need of language access services in the school safety plan.

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

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

PS/IS 116 uses parent surveys, PTA meetings, and parent/teacher meetings throughout the school year to gather feedback from parents on the quality and availability of services.