

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

| | |
|----------------------------|------------------------|
| DBN: (i.e. 01M001): | 29Q134 |
| School Name: | P.S. 134 HOLLIS |
| Principal: | ROBERT CHAMBERS |

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: The Langston Hughes School PS 134Q School Number (DBN): 29Q134
PreK - 5
Grades Served: _____
School Address: 203-06 109th Ave. Hollis NY 11412
718 464 5544 718 464 4266
Phone Number: _____ Fax: _____
School Contact Person: Alisa Howell Email Address: AHowell2@schools.nyc.gov
Principal: Robert A. Chambers
Stefan Stokes
UFT Chapter Leader: _____
Krystal Henry
Parents' Association President: _____
Robert A. Chambers
SLT Chairperson: _____
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Louis Morales
N/A
Student Representative(s): _____

District Information

District: 29 Superintendent: Lenon Murray
222-14 Jamaica Avenue, Room 217 Queens Village, NY 11428
Superintendent's Office Address: _____
lmurray3@schools.nyc.gov
Superintendent's Email Address: _____
718-264-3146 718-712-1598
Phone Number: _____ Fax: _____

Borough Field Support Center (BFSC)

BFSC: Queens South Director: Marlene Wilks
82-01 Rockaway Blvd.
Director's Office Address: _____
MWilks@schools.nyc.gov
Director's Email Address: _____

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) |
|--------------------|---|-------------------------|
| Robert A. Chambers | *Principal or Designee | |
| Stefan Stokes | *UFT Chapter Leader or Designee | |
| Krystal Henry | *PA/PTA President or Designated Co-President | |
| William Berry | DC 37 Representative (staff), if applicable | |
| Luis Morales | Title I Parent Representative (or Parent Advisory Council Chairperson) | |
| | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| | CBO Representative, if applicable | |
| Kara Stevens | Member/CSA | |
| Tosha Wellington | Member/ Teacher | |
| Richelle Moore | Member/ Parent | |

| Name | Position and Constituent Group Represented | Signature (Blue Ink) |
|-----------------|--|----------------------|
| Robert Gonzalez | Member/ Parent | |
| Chantel Shakes | Member/ Parent | |
| | Member/ | |

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

Our Mission is to inspire all students to be adventurous learners; by providing a unique educational experience in a safe and nurturing environment. The entire school staff, families, and community organizations will collaborate to successfully build the elementary foundation that anchors a lifetime of success.

Special Initiatives

The Professional Learning Community-PLC We have adopted the tenets of a PLC to govern how we work together as a community. The concept of the professional learning community has elevated our approach in learning as educators etc.

Character Counts Trustworthiness, Responsibility, Respect, Fairness, Caring are the six pillars of character initiative that establishes the expected behavior for students and adults. The character counts initiative is also the platform for our school wide behavior modification/ conflict resolution program.

Family Movie Night Once a month on a Saturday afternoon we celebrate the concept of the family by providing an afternoon movie and snacks in our school auditorium. The only eligibility requirement is to not be involved in a physical altercation during the month.

Family Sports Night Once a month on a Friday evening we invite an entire grade out with parent chaperones to compete in an Olympic style sports event. Families are split up by team color and compete for a 1-4th place award. We serve light refreshments after the event.

Focus group instruction Each week, students in grades 1-5 are repopulated by ability to receive focus instruction at their level. This initiative provides the opportunity to identify and work with three tiers of learners on each grade. Students in grades 3-5 receive 2 periods of this level of instruction per week.

Collaborations/Partnerships

We have a Partnership with multiple organizations that help to enhance the educational experience our students receive.

Cross Island YMCA that provides after school care free of charge for parents. The YMCA offers after school care for approximately 220 students. Students in the program receive an afternoon meal, in addition to a variety of activities including: sports, art, drama, and academics.

NY Roadrunners that has facilitated our travelling fall & winter track teams. Students practice after school twice a week and attend borough and city wide competition.

CAT- The Creative Arts Team- provides 2 8 week residencies on drama performance. 2 resident art instructors' works with a staff member to provide this experience to two groups of 20 students.

NYC "SWIM for Life" Provides free swimming lessons to our 2nd grade students. The program runs for...

National Basketball Association NBA- We were diligent throughout the application process and was selected to host an “NBA Fit Day” at our school. Students and parents of children in grades 3, 4 & 5 will have the opportunity to have the NBA training experience in our gymnasium. The NBA will provide all materials and training for our hosting staff members in addition to sending 4 NBA players to host the event in February 2015.

Strengths Accomplishments & Challenges

Our strengths are: ELA instruction, professional development, lowest 3rd data, outside the classroom activities.

We earned a proficient rating on our 2013-14 quality review.

We are in Good Academic standing

Our survey data conveys that parents are pleased with the education their child is receiving at our school.

We need to increase parent involvement

Increasing the number of students who perform at levels 3 & 4 on state assessments.

Providing a variety of resources and supports to meet the needs of students.

29Q134 School Information Sheet

| School Configuration (2014-15) | | | | |
|---|----------------------|---|-----|---|
| Grade Configuration | PK,0K,01,02,03,04,05 | Total Enrollment | 464 | SIG Recipient |
| Types and Number of English Language Learner Classes (2014-15) | | | | |
| # Transitional Bilingual | N/A | # Dual Language | N/A | # Self-Contained English as a Second Language |
| Types and Number of Special Education Classes (2014-15) | | | | |
| # Special Classes | N/A | # SETSS | N/A | # Integrated Collaborative Teaching |
| Types and Number of Special Classes (2014-15) | | | | |
| # Visual Arts | N/A | # Music | N/A | # Drama |
| # Foreign Language | N/A | # Dance | N/A | # CTE |
| School Composition (2013-14) | | | | |
| % Title I Population | 71.6% | % Attendance Rate | | 91.3% |
| % Free Lunch | 73.5% | % Reduced Lunch | | 10.1% |
| % Limited English Proficient | 9.2% | % Students with Disabilities | | 24.9% |
| Racial/Ethnic Origin (2013-14) | | | | |
| % American Indian or Alaska Native | 0.6% | % Black or African American | | 85.6% |
| % Hispanic or Latino | 8.6% | % Asian or Native Hawaiian/Pacific Islander | | 3.5% |
| % White | 1.0% | % Multi-Racial | | N/A |
| Personnel (2014-15) | | | | |
| Years Principal Assigned to School (2014-15) | 3.25 | # of Assistant Principals (2014-15) | | 1 |
| # of Deans (2014-15) | N/A | # of Counselors/Social Workers (2014-15) | | 1 |
| Personnel (2013-14) | | | | |
| % of Teachers with No Valid Teaching Certificate (2013-14) | N/A | % Teaching Out of Certification (2013-14) | | 4.5% |
| % Teaching with Fewer Than 3 Years of Experience (2013-14) | 0.1% | Average Teacher Absences (2013-14) | | 12.12 |
| Student Performance for Elementary and Middle Schools (2013-14) | | | | |
| ELA Performance at levels 3 & 4 | 15.4% | Mathematics Performance at levels 3 & 4 | | 10.8% |
| Science Performance at levels 3 & 4 (4th Grade) | 76.2% | Science Performance at levels 3 & 4 (8th Grade) | | N/A |
| Student Performance for High Schools (2012-13) | | | | |
| ELA Performance at levels 3 & 4 | N/A | Mathematics Performance at levels 3 & 4 | | N/A |
| Credit Accumulation High Schools Only (2013-14) | | | | |
| % of 1st year students who earned 10+ credits | N/A | % of 2nd year students who earned 10+ credits | | N/A |
| % of 3rd year students who earned 10+ credits | N/A | 4 Year Graduation Rate | | N/A |
| 6 Year Graduation Rate | N/A | | | |
| Overall NYSED Accountability Status (2014-15) | | | | |
| Reward | | Recognition | | |
| In Good Standing | X | Local Assistance Plan | | |
| Focus District | X | Focus School Identified by a Focus District | | |
| Priority School | | | | |
| Accountability Status – Elementary and Middle Schools | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | YES |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | YES | Limited English Proficient | | YES |
| Economically Disadvantaged | YES | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | YES |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | YES | Limited English Proficient | | YES |
| Economically Disadvantaged | YES | | | |
| Met Adequate Yearly Progress (AYP) in Science (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | YES |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | YES | | | |
| Accountability Status – High Schools | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | N/A | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | N/A | | | |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | N/A | | | |

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

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

Part 1 – Needs Assessment

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

In reflection of our MOSL/School Quality Data 2014 we were able to make some conjectures about our instruction: For the third consecutive year, our Math performance data is in the bottom third of our peers, In Math & ELA our lowest third and students receiving services are making progress, this is in contrast to our mid to high level performing students... the data shows that we need to challenge them at their levels to better facilitate their growth, Parents and staff members are aware of the emphasis we place on learning,

Strengths

- Highly qualified staff
- Comprehensive curriculum
- Flexible programming
- Professional development on student engagement & critical thinking.

Needs

- Materials, technology
- High expectations
- Rigor
- Instructional focus
- A shift in mindset to facilitate growth

Part 2 – Annual Goal

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

By June 2016, we will increase the number of students in Pre K - 5th grade who meet grade level proficiency in mathematics. Our success will be evidenced by demonstrating growth in: school wide periodic performance assessments, student work products, and decreasing the number of students who perform below grade proficiency (level 1) by 50% on the NYSPA.



Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. | <p>Target Group(s) Who will be targeted?</p> | <p>Timeline What is the start and end date?</p> | <p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p> |
|---|---|--|---|
| <p>We are utilizing the DOE’s Go Math curriculum and Reading Wonders for ELA instruction</p> <p>Teachers have been programmed to instruct the core subjects according to the state mandated allotted times for each grade</p> <p>We utilize the concept of a Professional Learning Community to drive the value in continued learning.</p> <p>We have conducted a review of the ELA and math standards with each grade level team.</p> <p>We have assembled a professional development committee that has driven the quality of professional development based on a comprehensive review of the needs in the building.</p> <p>Our school wide initiatives include: Developing a “Growth Mindset” Deepening Understanding in literacy & math which are all governed by the concept of our professional learning community-PLC</p> <p>Teachers are required to provide two rigorous tasks per month in Math & ELA</p> | <p>All Students</p> | <p>September 2015-June 2016</p> | <p>Administration, Staff, parents, and students</p> |

| | | | |
|---|---------------------|---------------------------------|---|
| <p>We have implemented weekly “focus group” periods that provide reinforcement and enrichment to students at their level.</p> | | | |
| <p>We implement initiatives to all groups as “school wide”. Therefore, we do not make exceptions for the expectations for the sub groups.</p> <p>Teachers are empowered to utilize additional materials to help support student learning.</p> <p>Professional Development in the areas of identifying and meeting the needs of these students are provided to staff on an ongoing basis.</p> <p>Workshops are provided for ELL students and their parents.</p> <p>We make an attempt to offer support to students in temporary housing by meeting and discussing obstacles.</p> | <p>All Students</p> | <p>September 2015-June 2016</p> | <p>Administration, Staff, parents, and students</p> |
| <p>At SLT meetings we discuss school wide initiatives and ways to communicate to parents. We discuss a quota goal for parent workshops and meetings to drive the number of parents who participate.</p> <p>Constant communication with PTA executive board to promote trust and collaboration.</p> <p>Monthly calendar includes important school news and dates is sent home the first week of each month.</p> | | | |
| <p>We seek to include parents, staff members and community members in our decision making process.</p> <p>Full transparency for all school based decisions.</p> <p>Staff members are an active component of the professional development sessions as presenter or observer.</p> <p>There are multiple school level teams that consist of staff and parents working together to meet the needs of the children:</p> <ul style="list-style-type: none"> o Behavior Incentive Team o SIT team o SBST o Consultation Committee | | | |

| | | | |
|--------------------------------------|--|--|--|
| o PTA Executive Board | | | |
| o School Leadership Team | | | |
| o Professional Development Committee | | | |
| o Advance Team | | | |

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. | | | | | | | | | | | |
| Staff, support staff, smart boards, computers, document cameras, curriculum materials, consumable curriculum materials, flexible programming, character counts materials, incentive materials, athletic uniforms, coaches, common planning periods. | | | | | | | | | | | |
| Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | | | |
| X | Tax Levy | X | Title I SWP | | Title I TA | | Title II, Part A | X | Title III, Part A | | Title III, Immigrant |
| | C4E | | 21 st Century Grant | | SIG/SIF | X | PTA Funded | | In Kind | | Other |

Part 5 – Progress Monitoring

| |
|--|
| Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. |
| In December 2015, we will assess student performance levels on assessments to determine student progress and in turn; the effectiveness of our instruction. Through focus group instructional periods we will monitor accuracy and stamina- student ability to complete a high quality rigorous task within a finite time frame. |
| 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.

Data from our schools 2014 Quality Review and 2014 School Quality Snapshots shows that safety was an area of concern for parents and staff members; in contrast to the data that shows parents feel that their students are being challenged by staff & students expressed that they feel safe and challenged as per the quality review interviews.

Strengths

- In reflection of our previous school year we began this school year with new initiatives in place.
- Removed the S.A.V.E room as a daily part of the school function
- Reinforced the Character Counts initiative by implementing a behavior incentive team
- Developed a school wide initiative to reduce the amount of physical altercations that occur
- Developed a better system of bringing staff, parents, and the community together.

Needs

- Resources & materials to support our behavior modification program
- Resources increase manpower by 1-2 persons during lunch periods
- Materials & Resources to facilitate parent workshops
- Materials & Resources to facilitate parent training

Part 2 – Annual Goal

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

By June 2016 the school’s comprehensive behavior modification program will reduce the number of infractions of the Chancellors regulations. This will be evidenced by a 50% reduction incidents documented in the OORS system compared to the prior year.

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. | <p>Target Group(s) Who will be targeted?</p> | <p>Timeline What is the start and end date?</p> | <p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p> |
|---|---|--|---|
| <p>Character Counts- The six pillars of character.</p> <ul style="list-style-type: none"> o The school incentive team established Positive Behavior Intervention Systems-P.B.I.S for all students o Removal of the daily S.A.V.E room o Shifting from a “Fixed” to “Growth” Mindset o Praising student Effort o Shifting to perform as a Professional Learning Community | <p>All stakeholders</p> | <p>September 2015- June 2016</p> | <p>Administration, Staff, Parents, and Students</p> |
| <p>We implement initiatives to all groups as “school wide”. Therefore, we do not make exceptions for the expectations for the sub groups.</p> <p>Teachers are empowered to utilize additional areas of support to assist with behavior modification.</p> <p>Staff members have been provided with electronic versions of the Pre Referral Interventions Manual- P.R.I.M to facilitate behavior modification strategies</p> <p>Professional Development in the areas of identifying and meeting the needs of these students are provided to staff on an ongoing basis.</p> | <p>All stakeholders</p> | <p>September 2015- June 2016</p> | <p>Administration, Staff, Parents, and Students</p> |
| <p>At SLT & School Safety meetings we discuss school wide initiatives and ways to communicate them to parents. We discuss a quota goal for parent workshops and meetings to drive the number of parents who participate.</p> | | | |

We include parents, staff members and community members in our decision making process at safety and SLT meetings.

Full transparency for all school based decisions.

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.

Staff, Parent volunteers, funding to purchase character counts materials and positive behavior reinforcement materials, funding for trips and positive behavior celebrations. Professional development for staff about school wide implementation of the behavior modification program

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

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

Part 5 – Progress Monitoring

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

On a monthly basis we review the number of OORs related incidents in comparison to the prior month. In addition, we track physical altercations on a separate tracking form. Each month, students are rewarded with Family Movie Night tickets as part pf the positive behavior community.

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 reflection of our MOSL/School Quality Data 2014-15 we were able to identify some areas that relate to teacher collaboration: Teachers must work more closely as collaborative grade level teams to build coherence in instruction.

Strengths

- Highly qualified staff
- Comprehensive curriculum
- Flexible programming
- Professional development on student engagement & critical thinking.

Needs

- Materials, technology
- High expectations
- Rigor
- Instructional focus
- A shift in mindset to facilitate growth

rowth

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.

As members of the PS 134 Professional Learning Community; by June 2016, 100% staff members will have attended our professional development sessions and also serve as a presenter of a professional development workshop to their peers.

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. | <p>Target Group(s) Who will be targeted?</p> | <p>Timeline What is the start and end date?</p> | <p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p> |
|--|---|--|---|
| <p>Instructional practice is measured by the Danielson effectiveness rubric. Within the rubric we have placed emphasis on domains 2 & 3 (Management and Engagement) to drive our school’s instructional focus. Teachers ability to collaborate as members of our PLC will be evaluated through domains 1 & 4 (Planning/Preparation & Professional Responsibility)</p> <p>In addition, every staff member will have participated on a school team as a means to help achieve our mission. As members of the PS 134 PLC, we will continue to seek out best practices and implement them in a collaborative manner utilizing our allotted professional development time where all teachers will attend, research share and turn key strategies and best practices with their peers on grade or whole staff.</p> | <p>All pedagogical staff</p> | <p>September 2015-June 2016</p> | <p>Administration, Teaching staff</p> |
| <p>We implement initiatives to all groups as “school wide”. Therefore, we do not make exceptions for the expectations for the sub groups.</p> <p>Teachers are empowered to utilize additional areas of support to assist with behavior modification.</p> <p>Staff members have been provided with electronic versions of the Pre Referral Interventions Manual- P.R.I.M to facilitate behavior modification strategies</p> <p>Professional Development in the areas of identifying and meeting the needs of these students are provided to staff on an ongoing basis.</p> | | | |
| <p>We share best practices at PTA & SLT meetings. On an individual basis, parents are notified in writing to place emphasis on practices that should be mirrored at home or verbally during focus meetings when discussing improving student learning.</p> | | | |

Parent workshops and letters home to communicate strategies and best practices.

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.

Staff, support staff, smart boards, computers, document cameras, curriculum materials, consumable curriculum materials, flexible programming, character counts materials, incentive materials, athletic uniforms, coaches, common planning periods.

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

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

Part 5 – Progress Monitoring

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

As members of the PS 134 Professional Learning Community; by June 2016, staff members will have demonstrated growth in domains one & four of the Danielson teacher effectiveness rubric.

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.

In reflection of our MOSL/School Quality Data 2014-15 we were able to make some conjectures about our instruction: For the third consecutive year, our Math performance data is in the bottom third of our peers, In Math & ELA our lowest third and students receiving services are making progress, this is in contrast to our mid to high level performing students... the data shows that we need to challenge them at their levels to better facilitate their growth, Parents and staff members are aware of the emphasis we place on learning,

Strengths

- Highly qualified staff
- Comprehensive curriculum
- Flexible programming
- Professional development on student engagement & critical thinking.

Needs

- Materials, technology
- High expectations
- Rigor
- Instructional focus
- A shift in mindset to facilitate growth

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–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 , 100% of staff members achieving at least “effective” in components 2b- Establishing a Culture for Learning & 3c- Engaging Students In Learning of the Danielson teacher effectiveness rubric.

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. | <p>Target Group(s) <i>Who will be targeted?</i></p> | <p>Timeline <i>What is the start and end date?</i></p> | <p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p> |
|---|--|---|--|
| <p>The Danielson Teacher Effectiveness Rubric.</p> <p>Ongoing Professional Development in the area of: Student Engagement, Shifting Mindsets, Praising Effort, and being an active member of the Professional Learning Community.</p> <p>Teachers are mandated to maintain and bring their professional development journals to each workshop.</p> <p>For outside the building professional development teachers provide feedback in response to our instructional focus.</p> <p>Programming with a purpose: common preps on the grade. Built in focus group periods.</p> <p>Building Capacity: Teachers are given autonomy on selection of practices.</p> <p>Instructional Focus</p> <p>Teacher Feedback</p> | <p>All pedagogical staff</p> | <p>September 2015-June 2016</p> | <p>Administration, and Teaching staff</p> |
| <p>We implement initiatives to all groups as “school wide”. Therefore, we do not make exceptions for the expectations for the sub groups.</p> <p>Teachers are empowered to utilize additional areas of support to assist in achieving goals.</p> | <p>All pedagogical staff</p> | <p>September 2015-June 2016</p> | <p>Administration, Teaching staff</p> |

| | | | |
|--|----------------------------|--------------------------------|---------------------------------------|
| <p>Transparency at all general meetings PTA, SLT, & parent workshops.</p> <p>Multiple modes of communication: Written form, Verbal, Email,</p> <p>Voice Messaging system to share important news.</p> <p>A.I.R approach- Secretary or parent coordinator understands that they must Acknowledge every parental concern and explain that the matter will be Investigated and that a Resolution will be met.</p> | | | |
| <p>Parent workshops in addition to literature and verbal discussions at PTA, SLT, and intervention meetings.</p> | <p>Parents & Staff</p> | <p>October 2015- June 2016</p> | <p>Administration, Teaching staff</p> |

Part 4 – Budget and Resource Alignment

| | | | | | | | | | | | |
|--|----------|---|--------------------------------|--|------------|---|------------------|---|-------------------|--|----------------------|
| <p>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.</p> | | | | | | | | | | | |
| <p>Comprehensive curriculum</p> <p>Flexible Programming</p> <p>Highly Qualified Staff</p> <p>Instructional Focus</p> | | | | | | | | | | | |
| <p>Part 4b. 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 st Century Grant | | SIG/SIF | X | PTA Funded | | In Kind | | Other |

Part 5 – Progress Monitoring

| |
|--|
| <p>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.</p> |
| <p>Administration will observe student work products to determine level of effectiveness. In mid-November, we will assess how those work products have progressed to determine effectiveness of pedagogy.</p> |
| <p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p> |

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

Section 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.

Strengths

We have successfully partnered with vendors, community based organizations, politicians, parents, and corporate sponsors to help provide the best educational experience possible to students.

- Cross Island YMCA
- Creative Arts Team- CAT
- Swim For Life
- Dancing Classrooms
- National Basketball Association-NBA
- Resolution-A Funding to support technology
- Pathmark
- White Castle
- Costco
- Walgreens
- 103rd Precinct
- Cornell University Nutrition & Health Awareness for Parents
- Forestdale Parenting classes

Needs

- Funding to facilitate school-based community events
- Parental training workshops

- Involving more parents in the school building
- Increasing participation at PTA and title I meetings
- Increase participation at parent workshops
- Establish ongoing communication with political representation

Part 2 – Annual Goal

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

By June 2016 we will have strengthened our community and family ties that will result in more support and resources for our students. This will be evidenced by a 3% increase in parents who agree or strongly agree with the school culture section of the NYC school survey:

- ü Develop a sense of civic responsibility in our students
- ü Broaden student horizons about college and careers
- ü Provide a deeper educational experience
- ü Provide opportunities outside of ELA and Math performance for students to feel positive about.

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. | <p>Target Group(s) Who will be targeted?</p> | <p>Timeline What is the start and end date?</p> | <p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p> |
|---|---|--|---|
| <p>In our efforts to build strong family and community ties we will communicate with parents via voice message system in addition to written notice.</p> <p>We will ensure that all staff members exhibit respect and care towards every member of the school community</p> <p>We will provide professional development based on Ronald Ferguson’s 7C’s to promote caring and collaboration.</p> | <p>All neighborhood constituents</p> | <p>September 2015-June 2016</p> | <p>Administration, PTA, SLT, Parent Coordinator</p> |
| <p>Every collaborative initiative will be to serve ALL students. There is no differentiation for students with special needs. For SIFE or STH students, our Parent Coordinator reaches out to individual families to offer support in areas of need.</p> | | | |
| <p>We will invite parents into the building monthly to share our goals and discuss any concerns. We have also set a goal to host 4 community based events at our school.</p> | | | |
| <p>We practice transparency in planning all collaborative events. Parents are given an opportunity to provide feedback and make decisions on the best methods to plan effective events</p> | | | |

Part 4 – Budget and Resource Alignment

| |
|--|
| <p>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.</p> |
| <ul style="list-style-type: none"> • Parent and Staff Volunteers • Funding to facilitate special events |

- NYCDOE Literature to help reinforce expectations for parents

- Funding to facilitate school trips

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

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

Part 5 – Progress Monitoring

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

Monthly meeting with parent coordinator as well as any relevant supporting staff.

Monthly meetings with pta executive board as well as the general parent body. Parents are reassured to share their concern and that they have a voice as a vital member of our school community.

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

| Type of Academic Intervention Service (AIS) | Criteria for determining AIS services | Type of Program or strategy (e.g. repeated readings, interactive writings, etc.) | Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.) | When the service is provided (e.g. during the school day, before or after school, etc.) |
|---|--|--|--|--|
| English Language Arts (ELA) | Reading below grade level And/or below level 2 on NYS assessment | Intensive reading strategies through reading wonders, foundations ,or other resources | Small group | Grades 1-2 One period a week. Grades 3-5 Two periods a week |
| Mathematics | Performing below grade level on classroom assignments and school level assessments And/or scoring below level 2 on NYS assessment | Standards based practice and review utilizing McGraw hill’s products and various other math resources. | Small group | Grades 1-2 One period a week. Grades 3-5 Two periods a week |
| Science | Low performance on classroom assignments/assessments. | Scaffold planning to bridge the gap. | Focus instruction as part of whole class. | 1-2 periods a week |
| Social Studies | Low performance on classroom assignments/assessments. | Scaffold planning to bridge the gap. | Focus instruction as part of whole class. | 1-2 periods a week |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Students that exhibit volatile behaviors as a result of ongoing emotional or circumstance issues. | Peer mediation, counseling sessions | Individual or whole group | 1-5 periods a week as per at-risk or IEP mandates |

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

| |
|---|
| Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified. |
| The borough field support center provides support in verifying a potential hire's eligibility. We follow those guidelines set forth by NYC and only hire those who are fully licensed for each respective assignment. |

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). |
| We have established a system of staff going out to or researching topics set forth by our professional development committee and then presenting workshops to their peers. All staff members will have participated in every facet. Administration attends workshops offered by the network, NYC, or other entities as it pertains to leadership and school improvement. |

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.).

We work closely with the division of early childhood to ensure that we are providing the necessary workshops and skills training for parents; as well as providing an enriched curriculum to our students.

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.

Monthly **consultation committee** meetings provide a forum for teachers to discuss their needs and/or concerns with: the building, classroom, safety, curriculum, protocols etc...

MOSL team consists of a team of teachers that collaborate to determine the most appropriate local measures for staff and students.

Professional development team meets monthly with administration to discuss and delineate the focus for professional development for the upcoming month.

Grade level teams meet monthly to discuss pacing and curriculum planning.

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

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

| Program Name | Fund Source (i.e. Federal, State or Local) | Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts) | Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan. | |
|------------------------|--|---|---|----------------------------------|
| | | | Column A Verify with an (X) | Column B Section Reference(s) |
| Title I Part A (Basic) | Federal | 197,915.00 | | |
| Title II, Part A | Federal | 78,404.00 | | |
| Title III, Part A | Federal | 11,200.00 | | |

| | | | | |
|----------------------|---------|--------------|--|--|
| Title III, Immigrant | Federal | 0 | | |
| Tax Levy (FSF) | Local | 2,476,645.00 | | |

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **PS 134Q**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[School name]** will support parents and families of Title I students by:

PS 134's Parent Involvement Pledge 2012-13

How PS 134 Will Implement Required Parental Involvement Policy Components

1. PS 134 will take the following actions to involve parents in the joint development of its school parental involvement plan Parents will attend monthly PTA meetings, monthly executive board meetings, emergency meetings, social events: Monthly writing Celebrations, African Festival, and School Leadership Super Saturday Events.

2. PS 134 will take the following actions to involve parents in the process of school review and improvement by encouraging parent participation on the School Leadership Team, doing school walkthroughs, and reviewing data on the school.

3. PS 134 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance by maintaining a list of translators available for parent meetings, translating home school documents, and surveying parents as to their best availability time for parent workshops, meetings, and student performances.

4. PS 134 will take the following actions to involve parents in an annual evaluation of the content and effectiveness of this parental involvement policy to improve school quality. The SLT will review yearly environment survey data, public school data, and reflect on the parent involvement activities that took place during the school year with close attention to parent participation. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.

5. The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary and with the involvement of parents its parental involvement policies.

6. PS 134 will build the school's and parent's capacity for strong parental involvement in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement through the following activities specifically described below:

a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –

PS 134 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary with the involvement of parents its parental involvement policies.

7. PS 134 will build the school's and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement through the following activities specifically described below: parent forums for grade specific standards, back to school night, workshops targeting specific grades with activities that can be done at home to support work done in schools.

a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –

i. the State's academic content standards

ii. the State's student academic achievement standards

iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.

b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology as appropriate to foster parental involvement

c. The school will with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach

out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by: utilizing phone master for parent notification of events, mass mailings for special events, book bag letters for special events, and conduct home visits when necessary to encourage parent involvement activities/workshops/ performances at the school.

d. The school will to the extent feasible and appropriate coordinate and integrate parental involvement programs and activities that encourage and support parents in fully participating in the education of their children.

e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language the parents can understand.

School-Parent Compact (SPC)

P.S. 134's Parent Pledge

Parent/Guardian Responsibilities:

I _____ hereby state that I will support my child's education as an active parent member at PS 134Q by:

ü Monitoring my child's attendance and ensuring that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent.

ü Ensuring that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age.

ü Checking and assisting my child in completing homework tasks, and have discussions about what was taught in class. I will also provide a quiet time and place for homework.

ü Making it the utmost priority to read to my child and/or discuss what my child is reading each day (for a minimum of 20 minutes).

ü Setting limits to the amount of time my child watches television, plays video games, or spends time on the internet.

ü Promoting positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;

ü Encouraging my child to be respectful; follow school rules & regulations and discuss this document with my child;

ü Volunteering in my child's school or assist from my home as time permits.

ü Participating, in the decisions relating to my child’s education.

ü Communicating 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.

ü Promptly responding to surveys, feedback forms and notices when requested.

ü Taking an active part in the school’s Parent-Teacher Association; or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;

ü Accepting the responsibility to make academic achievement my child’s main focus.

Signed X _____ Date: / /

As a 5th grade student at PS 134, I Pledge to:

Show Respect by being an active listener & following directions.

Be Trustworthy & Fair at all times whether an adult is present or not.

Be Responsible for what I say and do.

Show that I Care about others' feelings.

Be supportive of my peers and not hurt them.

Practice Citizenship by offering my time and effort when needed.

Be the hardest working student I can be.

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

The school’s Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school

surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;

- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;

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>Hollis/P.S. 134Q</u> | DBN: <u>29Q134</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>32</u> |
| Grades to be served by this program (check all that apply): |
| <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 |
| Total # of teachers in this program: <u>2</u> |
| # of certified ESL/Bilingual teachers: <u>1</u> |
| # of content area teachers: <u>1</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: The Title III program at PS 134Q has been designed to further develop language acquisition for non-English speaking students who are new to the United States, students who speak English as a second language as well as students with interrupted formal education. Participating students from grades 3, 4, and 5 attend the program two days a week 2:30P.M.-4:30P.M., for approximately 20 sessions beginning January, 2015. Two students who tested out of NYSESLAT (last year), whose data shows are struggling to meet grade level standards are included in the Title III program. Except for the students who tested out, participating students in the Title III program are children who are serviced through our English as a Second Language (ESL) program during the regular school day. The distribution of applications went to approximately thirty-two students (eight who have an Individual Education Plan-IEP).

The focus of the program is to provide individualized and small group instruction that will:

1. support language development
2. improve overall academic performance in literacy, mathematics and the content areas
3. provide hands on activities in mathematics that will result in an increase performance on the NYS mathematical assessment
4. provide hands on experience in scientific activities/experiments and knowledge of and use scientific language
5. strengthen the home/school connection by providing assistance to parents so they are involved with the learning that takes place in school

Using the data from the New York State assessments, the New York State English as a Second Language Test (NYSESLAT), and the child's academic history, students are grouped according to their ability levels (low, intermediate or advanced), rather than by grade. Grouping the students in this way will allow teachers to help students further develop their use of English, prepare them the NYSESLAT by providing practice with the types of questions they will encounter on each unit of the test (speaking, listening, reading, writing) and help them become familiar with the language of the state assessments. Teachers are able to work one to one or with small groups and focus on the areas of deficiency. Groups are designed to be flexible which will allow students to move from one setting to another as they progress and master literacy and/or mathematics skills.

Program Structure

The program is structured to:

1. concentrate on instructional needs that will support students with limited English proficiency by addressing language development and academic performance.
2. engage the students in activities that will increase individual and school-wide performance in mathematics.
3. provide hands on experiences that will increase the use of scientific vocabulary and overall performance in science.

During the regular school day students receive instruction from teachers who have a common branch license and/or a license in a specialty area, i.e., science, technology, art education. While participating in the Title III program, students will spend one hour receiving math instruction one day a week and one hour of science instruction one day a week. On both days of the program, the students will receive direct instruction from the ESL teacher. This is accomplished by having the two teachers who teach ESL flip flop between the groups of students. One will teach the math group for one hour a week (Wednesdays) and the science group for one hour (Thursday). While the first teacher is providing content area instruction, the other teacher is providing instruction that supports language

Part B: Direct Instruction Supplemental Program Information

development. This structure will allow us to provide content area instruction in the areas of science and mathematics and continue with an extensive ESL program (two hours for each of the two days of the Title III After School Program). The Common Core Learning Standards (CCLS) dictates the need to increase the level of expectation and instruction in literacy, mathematics and writing. Providing more vocabulary development, building background knowledge and giving clear examples by modeling the process and strategies will help students make academic gains as well as strengthen their use of the English language. In addition to the instructional hours teachers will meet weekly to plan and to discuss the progress of the students. The English language liaison from Children's First Network 2.05 will also be invited to present strategies to the teachers that can be used to further develop the English Language Learners' use and understanding of English. Some of the online interactive materials used in the program include: Brain Pop ESL and Merit Software (both further language and vocabulary development).

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 approach to professional development is to provide classroom teachers as well as teachers working in the Title III program with the knowledge base that will support the work needed to help our ESL students with language development, content area subjects and to successfully achieve high standards on all assessments, including the NYSESLAT, the New York State assessments in English Language Arts, Mathematics and Science. Professional development for teachers is accomplished through the utilization of the Children's First Network 2.05 liaison for English Language Learners. The professional development sessions given by the Network will be half day or for the entire school day, depending on need and topic. Academic support will come from specialists in literacy, mathematics, special education and early childhood, the utilization of special education data (SEIS), as well as school based pedagogues with specialty areas. For example: the reading teacher, classroom teachers, speech teachers, the science cluster teacher. The schedule for professional development will be as followed: Teachers providing instruction for the Title III program will meet with colleagues during a common preparation period to accommodate the schedule of the presenters. The workshops can take place throughout the year during the time designated for teacher professional development. Some of the topics for professional development may include:

1. Moving Our Linguistically Diverse Learners from Basic Interpersonal Communication Skills (BICS) to Cognitive Academic Language Proficiency (CALP)
2. Developing English Language Learners Reading and Writing Skills Using Non-Fiction Text
3. Using Technology to Meet the Language Needs of English Language Learners in the Classroom
4. Learning Science and Scientific Language Through Inquiry and Experimentation
5. Using Manipulative Materials to Create and Solve Mathematical Problems

Professional development is also provided during school-wide professional development afternoons to discuss best practices for providing instruction in the classrooms. For example, all teachers are using the Reading Wonders program for literacy instruction. This program outlines differentiated instruction for English Language Learners. ELL's work in small groups and are encouraged to collectively use their background knowledge to make predictions, and to solve problems while reading genres from diverse cultures. The program includes books for students with limited English and the teachers are able to access supplementary materials on line for classroom instruction and practice. Take a Minute for ELL is a website for teachers to become familiar with strategies that can be used with the English Language

Part C: Professional Development

Learners. In addition the school's administrators meet to interpret data and articulate the concerns of our ELL students, and the support and guidance that needs to be given to teachers in order to see evidence of increased academic rigor.

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: Understanding parent involvement is essential to the success of the school, parents of ELLs are encouraged to come to the school early in the school year to meet with their child's teachers and to find out about the curriculum. After registering the ELL student, parents/guardians are introduced to the Parent Coordinator, where their questions/concerns are translated (if needed). Based on the Home Language Survey, ELLs are identified and parents/guardians are invited to the Parent Orientation meeting. During this meeting they view a video in their native language that explains the ESL program. After the video there is an opportunity to ask questions (again translation is provided). Other parent workshops are offered throughout the year and the parent coordinator works in conjunction with the school administrators to outline workshop topics. The topics are decided based on the needs of the students and at the request of the parents. Topics may include: Test Taking Strategies in English Language Arts and Mathematics, NYSESLAT: What Does It Look Like and Helping My Child Prepare, Developing Good Reading habits at Home, Homework Help, Using the Computer to Access Student Data, and/or Interpreting Student Data. Parents and guardians are also shown how to use technology to create practice work for their children to do at home (ARIS). Parents/Guardians are given the best educational websites to explore different genres and content area material and how to navigate the sites are modeled for them. Using the resources offered parents can support the learning that takes place in school. Parents/Guardians of English Language Learners are encouraged to participate in all school activities and receive notices of parent workshops in English as well as their native language when applicable. Teachers and other staff members are available to translate information and address any questions or concerns presented during workshops and meetings. ESL parents/guardians also participate in hands on workshops, solving problems side by side with their children as teachers model "real life" activities that are being done in class and can be practiced at home. The tasks demonstrated show how every day activities are used to further develop language as well as reading and math skills.

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"> • Per session • Per diem | _____ | _____ |
| Purchased services | _____ | _____ |

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. |
|---|-----------------|---|
| <ul style="list-style-type: none"> High quality staff and curriculum development contracts. | | |
| Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. | _____ | _____ |
| Educational Software (Object Code 199) | _____ | _____ |
| Travel | _____ | _____ |
| Other | _____ | _____ |
| TOTAL | _____ | _____ |

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **29** School Name: **134**
Superintendent: **Lenon 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.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

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

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

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

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

During registration, parents completed the Home Identification Language Survey (HLIS), on which they indicate their preferred language of communication.

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.

Parents' preferred languages include: Haitian Creole, Spanish, French, and Arabic.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and

services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Letters for Title III after-school programs are translated and sent out in Haitian Creole and Spanish.

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.

Our formal face-to-face meetings include curriculum nights and parent-teacher conferences which occur September and November respectfully. We also leverage expertise of parents for low incidence languages (Wolof, Yoruba, Igbo). During Parent Engagement Tuesdays, teachers work with ESL teachers and other school-based interpreters to facilitate conversations with parents on academic and socio-emotional topics.

Part C: Providing Language Assistance Services

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

We use our certified Haitian Creole, French, and Spanish translators and interpreters to translate school notices, newsletters, and updates and support communication between parents and teachers on site. For Arabic, we leverage over-the-phone interpretations. In the future, we will submit documents that need to be translated to the Translation & Interpretation Unit weeks in advance.

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

We use our certified Haitian Creole, French, and Spanish translators and interpreters to translate school notices, newsletters, and updates and support communication between parents and teachers on site. In the future, we will submit documents that need to be translated to the Translation & Interpretation Unit weeks in advance. For Arabic, we leverage over-the-phone interpretations.

Part D: Training Staff on Policies and Procedures

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

The ESL teacher will closely work with the Parent Coordinator to provide her with all relevant resources pertaining to translation and interpretation services. This will ensure that all parents become aware of the services and resources available to them around language.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

The ESL teacher has met with the Parent Coordinator to turnkey information and resources around translation and interpretation services for parents.

Part F: Monitoring and Quality Control

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

To gather feedback from parents, we will conduct a parent survey to solicit their concerns around the quality and availability our translation and interpretation services.