

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **29Q147**

School Name: **PS/MS 147 RONALD McNAIR**

Principal: **ANNE COHEN**

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

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

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

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: Ronald McNair-PS/MS 147 School Number (DBN): 29Q147
Grades Served: PK-8
School Address: 218-01 116th Avenue
Phone Number: 718-528-2420 Fax: 718-723-7819
School Contact Person: Anne Cohen Email Address: acohen1@schools.nyc.gov
Principal: Anne Cohen
UFT Chapter Leader: Kris Sieminski
Parents' Association President: Karine Lawrence
SLT Chairperson: Stacey Bond Elie
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 29 Superintendent: Lenon Murray
Superintendent's Office Address: 222-14 Jamaica Avenue – Room 217
Superintendent's Email Address: lmurray3@schools,nyc.gov
Phone Number: 718-264-3146 Fax: 718-264-3148

Borough Field Support Center (BFSC)

BFSC: _____ Director: Marlene Wilkes
Director's Office Address: 8201 Rockaway Blvd. Oueens, NY 11416
Director's Email Address: mwilks@schools.nyc.gov
Phone Number: _____ Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Anne Cohen	*Principal or Designee	
Kris Sieminski	*UFT Chapter Leader or Designee	
Karine Lawrence	*PA/PTA President or Designated Co-President	
Tamika Byrd	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Stacie Persaud	CBO Representative, if applicable	
Barbara Schwartz	Teacher, Special Education	
Lisa Ortiz	Teacher, Elementary	
Stacey Bond Elie	Paraprofessional	
	Parent, Elementary	
	Parent, Elementary	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Nadlie Scott	Parent, Middle School	
Halima Hailey	Parent, Middle School	
M. Jean Francois	Parent, Elementary	
R Durham	Parent, Elementary	
	Member/	
	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.

Ronald McNair –PS/MS 147 Vision and Mission

As members of the Ronald McNair School community, we understand and accept our responsibility to prepare our students to meet and exceed the challenges and opportunities of a globally connected technological society. We are committed to providing a rigorous academic program within an environment that offers each student within an environment that offers each student numerous learning experiences that will enable them to meet or exceed state performance standards and grow into independent critical thinkers who work collaboratively, creatively, and innovatively.

We hold high expectations for staff, parents, and students to work together to accelerate achievement of stated academic goals. We celebrate success through a variety of activities that support our school-wide teacher and student goals and we include the entire school community.

Our belief is that academic excellence and good character are essential for developing students to become capable and motivated to achieve and sustain success throughout their lives.

To fulfill our Vision and accomplish our Mission, it is essential that we know our students. We do this in several ways: PS/MS 147 has close ties to its school community. Members of the United Black Men of Queen, (UBM), have provided a male mentor program, Project HYPE, (Helping Young People Evolve) since 2006. Adults, males and females, within the community work with our males in grades 2 through 8 to build social behaviors necessary to support the level of academic work expected by our students. The program also provides its participants with tutorial assistance provided by students from St. John's University. This program will continue in the 2015-2016 school year.

New York Junior Tennis League's youth program, New York Junior Tennis and Learning, NYJTL provides an afterschool, Saturday, and summer program for students in grades 6-8. In addition to learning how to play tennis, students learn other sports, dance, and theater arts skills, and they receive homework assistance.

Black Spectrum Theater and Caribbean Repertory Theater provided in-school and after school dance and theater arts residencies for students in grades 5 and 6. We see the influence of these programs as our students engage in assembly presentations.

Our students are our ambassadors to the community. Through our outreach efforts, we continually increase our partnerships within the community. Our school band, chorus, and Lady Rockets, our competitive cheer/step team performed and interacted with the participants of the Alpha Phi Alpha Senior Citizen Center, the Cambria Heights Community Church, and the Cambria Heights Public Library.

Our students visit the local supermarkets to observe the supermarket world of work, by observing its jobs/careers. In addition, the local businesses support school-wide community events, e.g. June Community Year-End Celebration and Reading Harvest.

For several years, we have used Learning Leaders volunteers to tutor our students in the early childhood grades. We also provide training through Learning Leaders for parents who wish to volunteer in the school.

We will continue to expand and strengthen our ties with the 147 school community.

Populations

Elements of Progress

Collaboration among teachers has increased significantly. The teacher discussion is focused on how to help the student learn.

Students with disabilities, SWDs will be a focus group for the 2015-2016 school year. Analysis of test data indicates that our SWDs on grades 5 and 6 met

Areas of focus for the 2015-2016 school year will be to embed rigorous instruction across all content areas and to build and maintain strong community and family ties.

29Q147 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	692	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	11	# Music	11	# Drama
# Foreign Language	7	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	64.1%	% Attendance Rate	92.7%	
% Free Lunch	67.1%	% Reduced Lunch	11.9%	
% Limited English Proficient	3.6%	% Students with Disabilities	13.3%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.4%	% Black or African American	94.0%	
% Hispanic or Latino	2.9%	% Asian or Native Hawaiian/Pacific Islander	1.3%	
% White	1.1%	% Multi-Racial	N/A	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	12.18	# of Assistant Principals (2014-15)	2	
# 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)	12.8%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)	9.63	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	19.6%	Mathematics Performance at levels 3 & 4	13.2%	
Science Performance at levels 3 & 4 (4th Grade)	71.2%	Science Performance at levels 3 & 4 (8th Grade)	25.8%	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	83.3%	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A	
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	N/A	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	N/A	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	NO	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	NO			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

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

I

Part 2 – Annual Goal

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

By June 2016, there will be a minimum of a 2- level increase in reading levels for all students, including students with disabilities, (SwDs), English Language Learners (ELLs), and high performing students, from the Fountas & Pinnell baseline reading level assessed in September.

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) <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>We will continue to use the DOE Common Core aligned instructional resources, (Ready Gen for Grades K-5; Codex for Grades 6-8), in addition to teacher-selected short texts.</p>	<p>Teachers, students, parents</p>	<p>July 2015- June 2016</p>	<p>Administration, Teacher Leads, Teachers</p>

<p>Through professional development, teachers will deepen their knowledge of the use of Ready Gen/Codex and will work collaboratively to adapt instructional resources to meet the needs of our students.</p> <p>Implementation of guided reading in grades K-5, including student goal setting and monitoring of student progress.</p> <p>Use of Fountas and Pinnell Benchmark Assessment System, (F&P) as an additional resource to guide improvement in reading.</p> <ul style="list-style-type: none"> o Deepen use of running records to drive instruction including the grouping of students for instruction o Calibrate our use of F&P Assessment System <p>Continued use of Wordly Wise to build academic vocabulary.</p> <p>Build staff and student understanding of the verbs used in the Common Core Learning Standards, CCLS, including the quality and complexity of student work products expected to meet CCLS.</p> <p>Implement a school-wide standardized system for monitoring student progress, assessing the data, and determining next steps.</p>			
<p><u>For SwDs :</u></p> <ul style="list-style-type: none"> o Teacher inter-visitations to view SE teachers with best practices in instruction and class management. o SE Teacher Team work will include a focus on increasing their knowledge of content area curriculum. o Paraprofessionals will be trained to use Great Leaps program in both Literacy and Mathematics. The classroom teacher will develop a schedule to ensure that the program/behavior management paraprofessional works with each student daily to acquire/improve foundational literacy and math skills. o Paraprofessional records progress, the classroom teacher will work with the paraprofessional to analyze the data and to determine next steps for each student. <p><u>For ELLS</u></p>	<p>Teachers</p> <p>Students, Administrators Parents</p>	<p>September 2015 –May 2016</p>	<p>Teachers, Teacher Leads, and Administration</p>

<p>o The ESL teacher will provide professional development to regular education teachers in the use of ELLs strategies that support the development of literacy skills.</p> <p><u>Higher Performing Students</u></p> <p>o This group of students will receive small group or individualized instruction that will allow deeper engagement with the curriculum.</p>			
<p>Establish school-wide Media Relations team to update the school website monthly/weekly/daily with content that has been submitted and approved for uploading.</p> <p>Update school website monthly with grade level curriculum information, school-wide, grade, class activities, meetings, etc.</p> <p>Provide parent workshops on CCLS, the Framework for Great, Supporting Your Child’s Academic Life, Understanding and Supporting the School’s Instructional Focus, and others as requested by parent surveys and needs assessments.</p>	Parents, teachers, and students	September 2015-June 2016	Teachers and Administration

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"> • The school master schedule will provide at least 1 common prep on the grade/department to facilitate teacher collaboration. • Continued participation in professional development provided by Central, teachers will deepen their understanding of how to adapt DOE Common Core Instructional materials, ReadyGen and Codex to meet the needs of our students. • Teachers in grades K-5 will receive professional development from teacher leads and collaborative study groups to successfully implement guided reading. • Teachers in the content area will receive professional development to support the integration of reading skills to help students understand content area texts. • Purchase of Common Core Aligned instructional materials in Social Studies and Science. • The school-wide instructional focus on improving student reading comprehension levels will be supported by: <ul style="list-style-type: none"> o Paraprofessionals using Great Leaps daily for one-to-one intervention with each student in the class and daily monitoring student progress o Teachers using guided reading and instruction in text complexity to increase student reading comprehension and ongoing monitoring of student progress o Administrators will use data collected through observations, analysis of reading records, student work products, discussion with students, teachers, and parents and will collaboratively produce progress reports and recommendations for next steps 										
<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	X	Title II, Part A		Title III, Part A	Title III, Immigrant

X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other
---	-----	--	--------------------------------	--	---------	--	------------	--	---------	--	-------

Part 5 – Progress Monitoring

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

The mid-point benchmark will be the winter administration of the Fountas and Pinnell reading level assessment, (January). During this school-wide progress monitoring process, we will analyze F & P assessment data to ascertain student reading level progress from their September F & P baseline assessment. A mid-point benchmark progress report will be disseminated to the school 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 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

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

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

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

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

Part 1 – Needs Assessment

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

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.

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) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

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

--

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

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

Part 5 – Progress Monitoring

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

--

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

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

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

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

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

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

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

--

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

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

Part 5 – Progress Monitoring

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

--

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

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

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

Part 1 – Needs Assessment

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

The preliminary results of the Quality Review, the Framework for Great Schools Report 2015, and other relevant data indicates that this is element of the Framework for Great Schools. Increasing parent involvement is a major focus for the upcoming year.

Part 2 – Annual Goal

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

By June 2016, the metric value for the percent of positive responses will increase by

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) <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>Develop a shared understanding of parent involvement.</p>	<p>Parents, teachers</p>	<p>September 2015-June 2016</p>	<p>SLT, Teachers, Administration, Guidance Counselor</p>

Clearly define ways that parents can support their children meet NYS, NYC, and school-wide expectations for academic and social behaviors.			
Work collaboratively with teachers and SLT to plan effective parent engagement activities.			
Continue and expand college and career readiness program.			
All students, including SwDs and ELLs will set college and career goals and will engage in a monthly career and/or college focus,			
Provide professional development for teachers and paraprofessionals to increase the effectiveness of motivating and engaging reluctant learners.			

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.											
Professional learning sessions allocated to behavior management.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Students in the lowest third of the city/school	Direct instruction in foundational comprehension skills; repeated readings, interactive writings, guided reading	Small group. One-to-one, and peer tutoring	During the school day, afterschool, and Saturday
Mathematics	Students in the lowest third of the city/school	Direct instruction in foundational math skills	Small group. One-to-one, and peer tutoring	During the school day, afterschool, and Saturday
Science	Students who scored in the lowest third of the school on the NYS Grade 4 Science Test; students failing Grade 7 level Science	Direct instruction; Scaffolded instruction for current units of study, providing multiple entry points to struggling students to ensure access to science curriculum	Small group. One-to-one, and peer tutoring	During the school day, afterschool, and Saturday
Social Studies	Students failing grade 7 level Social Studies	Direct instruction; Scaffold instruction for current units of study, providing multiple entry points to struggling students to ensure access to Social Studies curriculum	Small group. One-to-one, and peer tutoring	During the school day, afterschool, and Saturday
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Recommendation for at-risk services from SAT, Crisis Intervention Team, Administrative Team, request from parents	Counseling	One-to-one counseling	During the school day

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.
<p>Before hiring a candidate, the Borough Field Support HR Director is notified of candidate selection. The HR Director verifies NYS certification, and begins the hiring process. The Principal, informed by data from the BEDS reports, works closely with the HR Director to ensure teacher licenses and teaching assignments are aligned.</p> <p>The following strategies are used to recruit, retain, and support highly qualified teachers:</p> <ul style="list-style-type: none"> • Work closely with Borough HR Director to staff vacancies • Use Central Office Talent and Recruitment Pre-Screened Candidates Lists • Participate in Central Office Hiring Fairs to interview and recruit qualified staff • Interview HQT candidates from the Open Market Transfer System and the Absent Teacher Reserve Pool • Establish a rigorous interview protocol that includes criteria for the selection of new staff, including a demonstration lesson interviews, and verification of NYS certification/licensing, and feedback from students participating in the demonstration lesson. • Centralize teacher resources including a professional development library to promote instructional shifts to meet NYS Common Core Learning Standards, (CCLS), deepen our understanding of Danielson's Framework for Teaching, and Advance, the teacher evaluation and development system. • Provide NYS CCLS-aligned curriculum/scope and sequence for all content areas • Provide professional learning opportunities to support the school's instructional focus and the instructional shifts • Provides mentors for new teachers • Differentiate PD based on data from observation cycles and teacher self-selected areas of development around the 8 contractual components from Danielson's Framework for Teaching. • Support teacher PD self-selection • Develop teacher leaders/experts to further the pedagogical work needed to improve student achievement\ • Carefully match teacher talents to school needs. <p>Increase teacher leads group in literacy and mathematics.</p>

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
--

Our comprehensive professional development program is designed to provide all staff with the training, resources, and support needed to meet 2015-2016 CIE and the 2015-2016 Ronald McNair-PS/MS 147 school-wide instructional focus. Professional development will focus on the following areas:

- Developing and deepening a shared understanding of the Framework for Great Schools and the Learning Cycle
- ♣ Danielson’s Framework for Teaching Components
 - 1a-Demonstrating Knowledge of Content and Pedagogy
 - **1e-Designing Coherent Instruction**
 - 2a-Creating an Environment of Respect and Rapport
 - 2d-Managing Student Behavior
 - **3b-Using Questioning and Discussion Techniques**
 - **3c-Engaging Students in Learning**
 - **3d-Using Assessment in Instruction**
 - 4e-Growing and Developing Professionally

School-wide focus on **highlighted components** of the FfT will improve student achievement.

- ♣ Understanding and using Measures of Teaching Practice, (MOTP) and Measures of Student Learning, (MOSL) to increase student achievement.
- ♣ Content Area Pedagogy, Project Based Learning, and Interdisciplinary Projects
- ♣ Re-visit CCLS, specifically standards within our school-wide instructional focus
- ♣ Special Education Professional Learning Team will continue refining their design of quality IEPs, will continue to receive monthly professional development, from the school’s Special Education Liaison, to ensure compliance with SE mandates
- ♣ Training in the use of SchoolNet, for assessment and instruction.
- ♣ Using of the DOE recommended CCLS-aligned instructional resources: Go Math, Ready Gen, Codex, and CMP3 to increase student achievement.
- ♣ Monthly District professional development for the following staff: Special Education Liaison, Teacher Leads, Principals, Assistant Principals, Guidance Counselor, Social Worker, School Psychologist.
- ♣ Staff self-selected professional learning opportunities
- ♣ Recess Management training provided for school aides and Teachers-in-Charge of the Cafeteria and Lunch Recess
- ♣ Training for Paraprofessionals in the use of Great Leaps and student behavior management strategies, to increase their effectiveness in supporting student achievement
- ♣ Monthly training for the Pre-Kindergarten teachers and paraprofessionals

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.).

Central manages enrollment for Pre-Kindergarten, PK, and Kindergarten. When we receive notification of student seat offers, we begin our information series that includes Open House events to provide information about our Pre-Kindergarten and Kindergarten programs, expectations for student achievement and academic and personal behaviors that will build a foundation to support college and career readiness work.

Local universal Pre-Kindergarten providers work closely with Borough Support staff and school staff to evaluate students who need early intervention for academic or social emotional needs. The Pre-K social worker works closely with school staff and parents to recommend and provide early intervention services.

The teachers of Pre-Kindergarten, (PK), will work collaboratively to develop PK CCLS aligned units of study that provides rigorous instruction and develops the social emotional skills needed to succeed in school. . The teachers of PK implements the school-wide instruction focus and monitors progress through various assessments.

PK students and their parents are invited to PK Open House events, PK Orientation, and parent workshops. All parents are invited and encouraged to attend parent involvement workshops. The PK social worker also works with school staff to provide family events and parent workshops during the school year.

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Teachers work collaboratively to select or design assessments from Go Math, CMP3, Ready Gen, and Codex, the DOE’s recommended CCLS-aligned instructional materials. Go Math, CMP3, Ready Gen, and Codex were selected through teacher discussion and consensus.

Teachers also have Schoolnet as a resource for instructional and assessment materials.

The school’s Measures of Student Learning, (MOSL), Committee members will receive guiding documents to make their decisions for assessments to be included in local measures category for 2015-2016 teacher MOSL evaluations Administrators and MOSL committee members attended professional development sessions. The MOSL committee submits their recommendations to the Principal and shared their work process and decisions with the staff. Staff members are encouraged to access the Advance website and their DOE email account for updates.

During professional learning sessions, teachers work collaboratively to analyze NYC Performance assessment results and use the results to purposely plan to improve instruction. Teachers also analyze student work collaboratively to build an understanding of their students and to provide appropriate interventions to close student achievement gaps and provide enrichment.

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	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
--------------	--	---	---

		Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	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	281,722.00	X	
Title II, Part A	Federal	160,897.00	X	
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,506,868.00	X	

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.

Ronald McNair Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[Ronald McNair-PS/MS 147]**, 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. **[Ronald McNair-PS/MS 147]** will support parents and families of Title I students by:

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

PS/MS 147'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 PS/MS 147 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 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 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-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.

Ronald McNair-PS/MS 147 School-Parent Compact

[Ronald McNair-PS/MS 147] , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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>Ronald McNair School</u>	DBN: <u>29Q147</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 type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>30</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>2</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _____ The supplemental ESL program will be designed to support English Language acquisition skills to support student work with the DOE 2014-2015 instructional expectations for CCLS in Mathematics, i.e., model with Mathematics and /or support students to construct viable arguments and critique the reasoning of others. The program is designed to provide ELLs with two levels of access to the task that are required for the 2014-2015 school year: language access and content access. The program will use research based strategies and techniques to provide explicit instruction to introduce essential vocabulary and language functions.

The program will serve the following sub-groups: ELLs (0-3 years), ELLs (4-6 years) and long term ELLS (completed 6 years) in grades K through 8. There will be a total of 30 ELLs in our program. The Saturday ESL program is scheduled to begin January 2014 and will run until April 2015 from 9:00am until 12:00pm. English will be the language of instruction. One ESL certified teacher and two content teachers (ELA and Math) will provide instruction using various teaching techniques. Some of the teaching strategies that the teachers will be using are the following: interactive lessons with hands-on activities and cooperative learning, intergration of language skills, thinking skills, and content knowledge and providing encouragement of creativity and discovery of new things. Teachers will ensure that they are using BICS to carry on basic conversation, understanding speakers. We will use CALP so that the students succeed in their academic classrooms. This includes problem solving, inferring, analyzing, synthesizing, and predicting. The program will use purchased research-based instructional materials that support the common core focus for 2014-2015. Materials that will be use are as follows: National Geographic Reach for Beginners and low-Intermediate ELLs. This program will assist in learning academic vocabulary, focus on reading and writing strategies and help teachers to have a better selection of reading passages. The program English At Your Command will be used for the high-Intermediate/Advanced ELLs. This program will focus on how to use visual tools and graphic organizers, vocabulary guides for choosing the right words and a highly visual guide to grammar usage. Also, Continentals's New York ELLS will be used to help prepare students for the NYSESLAT in K-8. One certified teacher will provide instruction for the Beginner/low-Intermediate group and the other certified teachers will provide instruction for the high-Intermediate/Advanced group in content areas. The ESL teacher will co-teach 90 minutes with the Beginner/low-Intermediate group then co-teach 90 minutes with the high-Intermediate/Advanced group.

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: _____ To assist students in developing proficiency in mathematics and literacy, teachers will continue to receive training in the use of CCLS standards during weekly PD sessions, developing and scoring tasks. The ESL teacher along with an administrator will continue to receive Network training on topics such as: using linguistic frames to improve oral language and building academic language through informational texts. The ESL teacher will use the knowledge of the NYSITELL

Part C: Professional Development

or NYSESLAT to differentiate the instructions as needed according to their scores. The students will be grouped according to the levels in which they were identified by the respective exams. Beginning, Intermediate and Advanced will be grouped for leveled needed instructions. A pre-test will be given at the beginning of the program and a post test will be administered at the end of the program. Each three to four weeks, the students will be assessed to determine possible growth. Professional Development will be provided for teachers by the Assistant Principal and/or ESL teacher. The professional development will occur on Mondays during the time allocated after school and a half an hour on Saturdays after the program ends. The certified ESL teacher who will be conducting the Saturday Academy will be present for the professional development. Some of the topics that will be addressed are as follows:

- Learn specialized strategies to differentiate instruction for English Language Learners at a variety of proficiency levels
- Understand the affective needs of newcomer ELLs and learn strategies to address their needs
- Develop an understanding of the specific language and literacy needs of a newcomer English Language Learner.

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: _____ Parents will be notified in writing about all Saturday Academy events. The Assistant Principal/Supervisor of the Saturday Academy will translate all documents and will be available for translation assistance during all parent activities. Parent orientation for the Saturday ESL program will be held on Monday December 15, 2014. The teachers who will be running the program will be presenting an overview to the parents that will last approximately one hour. The outside organization HAUP (Haitian American United for Progress) will be present to assist parents with support programs within the community that they may utilize. April 18, 2015 will be set aside for a culminating activity which parents will be invited with their children to participate. This will be facilitated by Assistant Principal and/or ESL teacher. All parent engagement activities will center around helping parents understand the 2014-2015 instructional focus in mathematics and literacy. Some of the topics/dates that will be addressed:

- Family Math Night (January 22, 2015)
- Parent tour of the school given by the Assistant Principal (January 10, 2015)
- How to help your child with homework assistance? (March 24, 2015)
- HAUP will present adult learning opportunities. (February 7, 2015)
- How is my child doing in school? (February 28, 2015)

We will use the CFN and DOE staff to provide/advise parent engagement activities. Notification of these meetings will be translated into the home languages of the families participating. Translation will be available through staff members who speak the languages of our students as well as parent volunteers.

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 <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: **29Q147** School Name: **PS/MS 147 Ronald McNair**
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.learndoe.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.

We use the UPPG screen in ATS to determine parents' translation needs. This information from Part III of the Home Language Survey determines what language the parent or guardian would like to communicate or receive information. The parent coordinator also requests that the parent/guardian fill out a parent survey for preferred language of communication. We also have Emergency Contact Cards (blue cards) printed from the DOE website to retrieve pertinent information from parents/guardians. Teachers also have parents/guardians complete a teacher survey (by class) in order to better communicate with families.

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.

- English
- Haitain Creole
- French
- Chinese
- Arabic
-Spanish

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.)

- After School Program (Saturday Program)
- Parent-Teacher Conference Dates
- Monthly School Calendar (all important events for the current month)
- New York State Testing Dates
- School Building Policies
- SLT (School Leadership Team) Notes

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

- Parent Teacher Conferences:
September 17, 2015
November 5, 2015
March 3, 2016
May 12, 2016
- Curriculum Nights:
Common Core Math- March 22nd and March 23rd
Common Core ELA- March 8th and March 9th
- Parenting for Success- October 7, 2015

Translation and Interpretation services will be conducted in a timely manner prior to the event date

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.

Written materials are translated by a staff member. The Haitian Creole materials are translated by Ms. Casseus and the Spanish materials are translated by Ms. Mullen or Ms. Marte. Other languages are translated using the translations available on the Department of Education website and are ordered/printed when needed. If a specific language is spoken, and a staff member is not proficient in that language an outside source will be contacted to translate documents. We work closely with the ENL teacher to ascertain the home languages or preferred language of parents. Parents are given translated versions of documents simultaneously with English documents.

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.

Oral interpretation is usually provided when parents attend affairs in the school auditorium and parent teacher conferences. However, this service is utilized as such needs arise within the school community. Our on site staff members who speak Haitian Creole and Spanish are in attendance to help out with translations. We also use bilingual parents and pair them with parents who do not speak English. Bilingual parents from the SLT (School Leadership Team) are often available to provide translation as well.

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.)

- We distribute the Language Identification Guide to office staff. Our trained staff uses the guide to help determine the language spoken by a parent.
- Send an internal letter to staff reminding them of their responsibility to communicate with LEP parents, and what resources are available to them to do so.
-Distribute the over-the-phone card to the safety agents and remind them of the steps on how to obtain an interpreter for LEP visitors to the school (copy of the "I Speak..." card for over the phone interpretation)

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 majority of our parents who do not speak English are from Haiti. All notices are provided in Haitian Creole and English. The notices are written on one side in English and the other side in Haitian Creole. We will utilize the translation services whenever necessary or when our staff is not able to provide service. We use the translated notifications that the Department of Education provides. PS/MS 147 fulfills the Chancellor's Regulations by providing parents a copy of the Bill of Rights and Responsibilities whose primary language is routinely translated by the Department of Education. Also we post in all primary entrance locations that we have interpretation services available. In addition, our school's safety plan will contain procedures to ensure that parents who need language access will reach out to school administrators and should not feel restricted solely due to language barriers.

Part F: Monitoring and Quality Control

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

We will have a parent survey to gather feedback from our parents/guardians of the quality and availability of services. Our parent coordinator and ENL teacher will design the survey. Recommendations/changes will be brought to the principal's attention.

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 29Q147 **School Name: PS/MS 147 Ronald McNair**
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

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

We use the UPPG screen in ATS to determine parents' translation needs. This information from Part III of the Home Language Survey determines what language the parent or guardian would like to communicate or receive information. The parent coordinator also requests that the parent/guardian fill out a parent survey for preferred language of communication. We also have Emergency Contact Cards (blue cards) printed from the DOE website to retrieve pertinent information from parents/guardians. Teachers also have parents/guardians complete a teacher survey (by class) in order to better communicate with families.

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

- English
- Haitain Creole
- French
- Chinese
- Arabic
-Spanish

Part B: Creating a Communications Calendar

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

- After School Program (Saturday Program)
- Parent-Teacher Conference Dates
- Monthly School Calendar (all important events for the current month)
- New York State Testing Dates
- School Building Policies
- SLT (School Leadership Team) Notes

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

- Parent Teacher Conferences:
September 17, 2015
November 5, 2015
March 3, 2016
May 12, 2016
- Curriculum Nights:
Common Core Math- March 22 nd and March 23 rd
Common Core ELA- March 8 th and March 9 th
- Parenting for Success- October 7, 2015

Translation and Interpretation services will be conducted in a timely manner prior to the event date

Part C: Providing Language Assistance Services

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

Written materials are translated by a staff member. The Haitian Creole materials are translated by Ms. Casseus and the Spanish materials are translated by Ms. Mullen or Ms. Marte. Other languages are translated using the translations available on the Department of Education website and are ordered/printed when needed. If a specific language is spoken, and a staff member is not proficient in that language an outside source will be contacted to translate documents. We work closely with the ENL teacher to ascertain the home languages or preferred language of parents. Parents are given translated versions of documents simultaneously with English documents.

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

Oral interpretation is usually provided when parents attend affairs in the school auditorium and parent teacher conferences. However, this service is utilized as such needs arise within the school community. Our on site staff members who speak Haitian Creole and Spanish are in attendance to help out with translations. We also use bilingual parents and pair them with parents who do not speak English. Bilingual parents from the SLT (School Leadership Team) are often available to provide translation as well.

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.)

- We distribute the Language Identification Guide to office staff. Our trained staff uses the guide to help determine the language spoken by a parent.
- Send an internal letter to staff reminding them of their responsibility to communicate with LEP parents, and what resources are available to them to do so.
- Distribute the over-the-phone card to the safety agents and remind them of the steps on how to obtain an interpreter for LEP visitors to the school (copy of the "I Speak..." card for over the phone interpretation)

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 majority of our parents who do not speak English are from Haiti. All notices are provided in Haitian Creole and English. The notices are written on one side in English and the other side in Haitian Creole. We will utilize the translation services whenever necessary or when our staff is not able to provide service. We use the translated notifications that the Department of Education provides. PS/MS 147 fulfills the Chancellor's Regulations by providing parents a copy of the Bill of Rights and Responsibilities whose primary language is routinely translated by the Department of Education. Also we post in all primary entrance locations that we have interpretation services available. In addition, our school's safety plan will contain procedures to ensure that parents who need language access will reach out to school administrators and should not feel restricted solely due to language barriers.

Part F: Monitoring and Quality Control

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

We will have a parent survey to gather feedback from our parents/guardians of the quality and availability of services. Our parent coordinator and ENL teacher will design the survey. Recommendations/changes will be brought to the principal's attention.