

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

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

**30Q149**

**School Name:**

**P.S. 149 CHRISTA MCAULIFFE**

**Principal:**

**ESTHER SALORIO**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: The Christa McAuliffe School School Number (DBN): 30Q149  
Grades Served: K-5  
School Address: 93-11 34<sup>th</sup> Avenue Jackson Heights, N.Y. 11372  
Phone Number: 718-898-3630 Fax: 718-476-1976  
School Contact Person: Esther Salorio Email Address: esalorio@schools.nyc.gov  
Principal: Esther Salorio  
UFT Chapter Leader: \_\_\_\_\_  
Parents' Association President: Angela Hincapie  
SLT Chairperson: Elizabeth DellaBadia  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Josefina Velez-Tirado  
Student Representative(s): \_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 30 Superintendent: DR. philip composito  
Superintendent's Office Address: 28-11 Queens Plaza North Long Island City, NY 11101  
Superintendent's Email Address: pcompos@schools.nyc.gov  
Phone Number: 718-391-8323 Fax: 718-391-6147

**Borough Field Support Center (BFSC)**

BFSC: North Queens Director: Lawrence Pendergast  
Director's Office Address: 28-11 Queens Plaza North Long Island City, NY 11101  
Director's Email Address: lpender@schools.nyc.gov  
Phone Number: 718-391-8222 Fax: 718-391-8320

## 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<br>(Blue Ink) |
|-----------------------|---|-------------------------|
| Esther Salorio        | *Principal or Designee  |                         |
| Christine McCabe      | *UFT Chapter Leader or Designee   |                         |
| Angela Hincapie       | *PA/PTA President or Designated Co-President  |                         |
|                       | DC 37 Representative (staff), if applicable   |                         |
| Josefina Velez-Tirado | Title I Parent Representative (or Parent Advisory Council Chairperson)  |                         |
|                       | Student Representative<br><i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> |                         |
|                       | Student Representative<br><i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> |                         |
|                       | CBO Representative, if applicable   |                         |
| Emelia Reynoso        | UFT Member/ Secretary   |                         |
| Elizabeth DellaBadia  | UFT Member/Chairperson  |                         |
| Barbara Blanco        | UFT Member  |                         |
| Adriana Caceres       | Member/Parent   |                         |
| Nuala O’Doherty       | Member/Parent   |                         |
| Josefina Velez-Tirado | Member/ Parent  |                         |

| Name             | Position and Constituent Group Represented | Signature (Blue Ink) |
|------------------|--|----------------------|
| Christine McCabe | UFT 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.

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

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

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

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

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

## The Quality Review and the Framework for Great Schools

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

### NYCDOE's Quality Review (QR)

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

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

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

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

## Section 4: CEP Overview

Develop a narrative summary that includes:

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

P.S. 149 Q in Jackson Heights serves as a vital institution to all members of the school community. Among our areas of celebration and promising practices, we are proud to provide program choice for all English Language Learners. Classes in Dual Language are offered across grades K-5, as we are also recognized as a model program within New York City. Besides Dual Language classes, parents may choose to place their children in other programs such as: Transitional Bilingual Education and English as a New Language classes. Additionally, we have expanded our English as a New Language push-in program to provide services and additional support to our greater population of English language learners.

Our highly qualified and dedicated faculty is committed to the academic success of all learners. Integrated Co-Teaching Services is currently offered in grades K-5 to meet the needs of our Students with Disabilities. Teachers work as a dedicated team of professionals to provide on-going intervention support and monitoring of student progress. Students receive differentiated instruction and individualized attention towards meeting their learning goals within an all-inclusive and nurturing classroom environment.

Teaching and Learning is supported by the expansive integration of technology that has become a school wide initiative. All classrooms are equipped with SMART Boards, and most of our students currently use laptops on a daily basis within various programs of instruction. Additionally, there is access to a computer lab, and fully automated school library. Training and on-going support is provided by our technology support specialist.

The school incorporates all the elements of the Framework for Great Schools by celebrating the rich and diverse heritages of our students and building their academic knowledge within a collaborative, challenging and collegial environment. The school has received recognition as a "Respect for All" school. We pride ourselves in preparing our students morally and ethically to be respectful citizens. PS 149 is a safe school where students are engaged in learning and benefit from the effective level of support they receive for their personal and academic development. One of the school's goals is to continue to cultivate an inclusive environment where all students develop their personal growth, academic skills, strengths, interests and talents.

P.S. 149 is a nurturing and warm school that provides a second home to children, families and staff members. A review of the New York City School Survey 2014-2015 Report indicates a positive and trusting relationship with the parent and teacher community. The survey questions are organized and reported as they relate to the six elements of the Framework for Great Schools. All the positive responses were within the 89% to 94% range with the highest being the element of "trust."

Our school hosts a myriad of celebrations and unique opportunities within our academic curricular program. We believe that celebrating all of the milestones, both large and small, validates our students' efforts and achievements. Classes hold writing celebrations to highlight the end of writing units and parents are invited. Celebrations in core academic

areas include: International Night, Dr. Seuss Day, 100<sup>th</sup> Day of School, Winter/Spring Concerts, Peace Tree Lighting, Warm Your Heart Day and Respect For All/Spirit Week. Our active and vocal Student Government has participated in many “schools in service” activities including the “Mitten Tree” which provides mittens, hats and scarves to needy children. They also visited the local nursing home and sang/danced with senior citizens. This year the school will continue expanding its P.S. 149 School Band with more instruments and "marching" opportunities. In addition, we are the recipients of numerous grants: New York Cares Day of Volunteer, Art and Healthy Living and DonorsChoose which provided our Science laboratory with more live animals.

P.S. 149 is more than an elementary school, it is a vital institution for all members of the community. Our partnership with the Goodwill Beacon Program allows our school to open all week, year round, from early morning to late evening. It provides a safe environment for young and old to participate in educational advancement and social interaction. It also provides other community based organizations with a venue for their programs including adult ENL classes, girl scouts, sports, music and the arts.

#### **Framework For Great Schools- Rigorous Instruction : (Most Progress)**

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.

#### **Findings**

The school curricula offers student’s opportunities to engage in rigorous academic tasks that produce meaningful work products aligned to Common Core Learning Standards.

#### **Impact**

The instructional shifts are embedded into the curricula resulting in coherence across grades and subjects. Students are provided with opportunities to demonstrate higher order thinking skills.

#### **Supporting Evidence**

Teachers approach curriculum design from a shared belief that their efforts should focus on students’ needs and alignment to the standards for each grade. There is a strategic and purposeful planning of units and daily lessons. All plans include a learning objective, standards, higher-level questions, tasks/activities, grouping and assessment. A literacy pacing calendar was developed to ensure coherence.

After last year’s writing assessment results, teachers in grades 3-5 decided to refine the ReadyGen writing curriculum. They embedded the Teachers’ College units of Writing into the lessons by connecting themes and correlating the standards. As a result, the volume and quality of writing has increased significantly.

There is evidence in the classroom that teachers are promoting higher order thinking skills by emphasizing the close reading portion of ReadyGen and the problem solving in Go Math. Students engage in team talk supporting their claims with evidence from the text. For example, in a mathematics class observed, students assessed all problems solving responses and reasoning behind all responses. These practices have led to an increase of 17.5% of levels 3 and 4 on the

Math State Exam 2014. In another class, fifth grade students shared their early civilization projects, which included research, building models and writing reports.

**Framework For Great Schools- : Rigorous Instruction** (Areas of Focus)

While most classes are guided by the Danielson Framework for Teaching and a coherent belief around quality instruction, not all classes are marked by high-level questioning and deep student discussion. Our next steps are to provide multiple entry points for all students and create a platform for more student led discussion.

### 30Q149 School Information Sheet

| School Configuration (2014-15)                                  |                           |   |      |   |
|---|---------------------------|---|------|---|
| Grade Configuration   | 0K,01,<br>02,03,<br>04,05 | Total Enrollment                                | 1240 | SIG Recipient                                 |
| Types and Number of English Language Learner Classes (2014-15)  |                           |   |      |   |
| # Transitional Bilingual  | N/A                       | # Dual Language                                 | N/A  | # Self-Contained English as a Second Language |
| Types and Number of Special Education Classes (2014-15)         |                           |   |      |   |
| # Special Classes   | N/A                       | # SETSS   | N/A  | # Integrated Collaborative Teaching           |
| Types and Number of Special Classes (2014-15)                   |                           |   |      |   |
| # Visual Arts   | N/A                       | # Music   | N/A  | # Drama                                       |
| # Foreign Language  | N/A                       | # Dance   | N/A  | # CTE   |
| School Composition (2013-14)                                    |                           |   |      |   |
| % Title I Population  | 81.1%                     | % Attendance Rate                               |      | 95.2%   |
| % Free Lunch  | 72.9%                     | % Reduced Lunch                                 |      | 1.2%  |
| % Limited English Proficient                                    | 37.5%                     | % Students with Disabilities                    |      | 12.6%   |
| Racial/Ethnic Origin (2013-14)                                  |                           |   |      |   |
| % American Indian or Alaska Native                              | 0.5%                      | % Black or African American                     |      | 1.4%  |
| % Hispanic or Latino  | 86.0%                     | % Asian or Native Hawaiian/Pacific Islander     |      | 8.5%  |
| % White   | 3.5%                      | % Multi-Racial                                  |      | 0.2%  |
| Personnel (2014-15)   |                           |   |      |   |
| Years Principal Assigned to School (2014-15)                    | 5.17                      | # of Assistant Principals (2014-15)             |      | 3   |
| # of Deans (2014-15)  | N/A                       | # of Counselors/Social Workers (2014-15)        |      | 2   |
| Personnel (2013-14)   |                           |   |      |   |
| % of Teachers with No Valid Teaching Certificate (2013-14)      | N/A                       | % Teaching Out of Certification (2013-14)       |      | 0.3%  |
| % Teaching with Fewer Than 3 Years of Experience (2013-14)      | 0.3%                      | Average Teacher Absences (2013-14)              |      | 6.39  |
| Student Performance for Elementary and Middle Schools (2013-14) |                           |   |      |   |
| ELA Performance at levels 3 & 4                                 | 21.9%                     | Mathematics Performance at levels 3 & 4         |      | 42.1%   |
| Science Performance at levels 3 & 4 (4th Grade)                 | 80.4%                     | Science Performance at levels 3 & 4 (8th Grade) |      | N/A   |
| Student Performance for High Schools (2012-13)                  |                           |   |      |   |
| ELA Performance at levels 3 & 4                                 | N/A                       | Mathematics Performance at levels 3 & 4         |      | N/A   |
| Credit Accumulation High Schools Only (2013-14)                 |                           |   |      |   |
| % of 1st year students who earned 10+ credits                   | N/A                       | % of 2nd year students who earned 10+ credits   |      | N/A   |
| % of 3rd year students who earned 10+ credits                   | N/A                       | 4 Year Graduation Rate                          |      | N/A   |
| 6 Year Graduation Rate  | N/A                       |   |      |   |
| Overall NYSED Accountability Status (2014-15)                   |                           |   |      |   |
| Reward  |                           | Recognition                                     |      |   |
| In Good Standing  | X                         | Local Assistance Plan                           |      |   |
| Focus District  | X                         | Focus School Identified by a Focus District     |      |   |
| Priority School   |                           |   |      |   |
| <b>Accountability Status – Elementary and Middle Schools</b>    |                           |   |      |   |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13)             |                           |   |      |   |
| American Indian or Alaska Native                                | N/A                       | Black or African American                       |      | N/A   |
| Hispanic or Latino  | YES                       | Asian or Native Hawaiian/Other Pacific Islander |      | YES   |
| White   | N/A                       | Multi-Racial                                    |      | N/A   |
| Students with Disabilities                                      | YES                       | Limited English Proficient                      |      | YES   |
| Economically Disadvantaged                                      | YES                       |   |      |   |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)     |                           |   |      |   |
| American Indian or Alaska Native                                | N/A                       | Black or African American                       |      | N/A   |
| Hispanic or Latino  | YES                       | Asian or Native Hawaiian/Other Pacific Islander |      | YES   |
| White   | N/A                       | Multi-Racial                                    |      | N/A   |
| Students with Disabilities                                      | YES                       | Limited English Proficient                      |      | YES   |
| Economically Disadvantaged                                      | YES                       |   |      |   |
| Met Adequate Yearly Progress (AYP) in Science (2012-13)         |                           |   |      |   |
| American Indian or Alaska Native                                | N/A                       | Black or African American                       |      | N/A   |
| Hispanic or Latino  | YES                       | Asian or Native Hawaiian/Other Pacific Islander |      | N/A   |
| White   | N/A                       | Multi-Racial                                    |      | N/A   |
| Students with Disabilities                                      | N/A                       | Limited English Proficient                      |      | YES   |
| Economically Disadvantaged                                      | YES                       |   |      |   |
| <b>Accountability Status – High Schools</b>                     |                           |   |      |   |
| 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.

- Data Source- New York City Quality Review

- o Finding: As per the New York City Quality Review and Principal’s Performance Observation conducted in 2014-2015 indicated that there is a need to insure that students have consistent access to rigorous instruction that meets the demands of both Common Core Learning Standards and the Instructional Shifts. In addition, the feedback received from these reviews has included a need to ensure that students have access to teachers that are able to scaffold instruction, provide multiple entry points, and promote student thinking and participation.

- Data Source- ReadyGen Unit Assessments

- o Finding: The percentage of our students in grades 3 through 5 scoring at levels three and four is 11%

- Data Source- Teacher’s College Independent Reading Levels on Assessment Pro

- o Finding: The percentage of our students in grades K through 5 scoring at levels three and four is 51%

- Data Source- NYC ELA Performance Task on SchoolNet

- o Finding: The percentage of our students in grades K through 2 scoring at levels three and four is 54%

### 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, students reading at or above grade level in K-5 will increase by 15% (93 students total) in each grade as measured by Fountas & Pinnell guided reading levels (Assessment Pro).

### Part 3 – Action Plan

| <p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>  | <p><b>Target Group(s)</b><br/><i>Who will be targeted?</i></p> | <p><b>Timeline</b><br/><i>What is the start and end date?</i></p> | <p><b>Key Personnel</b><br/><i>Who is responsible for implementing and overseeing the activity/strategy?</i></p> |
|--|--|---|--|
| <ul style="list-style-type: none"> <li>♣ Increase independent reading time with an emphasis on fiction.</li> <li>♣ Parent workshops on how they can also push their children in moving levels</li> <li>♣ Enrichment lunch clubs with students currently achieving level 3 or 4</li> <li>♣ Form “reading buddies” that partner students in grades 3-5 with students in grades K-2 during instructional time and in lunch clubs</li> <li>♣ Enrichment after-school classes structured as “book clubs”</li> <li>♣ Literacy Night for parents to read with their children and learn additional strategies to promote reading at home</li> </ul> <p>- Close reading of complex literary texts</p> <p>- Guided Reading groups during small group instruction to support lowest performing third</p> <p>- Incorporating questioning and discussion techniques to improve expressive language to support English language learners</p> | <p>K-5 Students</p>  | <p>Sept. 2015-<br/>June 2016</p>                                  | <p>-K-5 Classroom Teachers</p> <p>-Reading Teachers</p> <p>-AIS teachers</p> <p>-Parent Coordinator</p>          |

|   |  |  |  |
|---|--|--|--|
| <ul style="list-style-type: none"> <li>- Provide additional scaffolds such as graphic organizers to support the individual needs of students with disabilities</li> <br/> <li>- Flexible grouping is used to meet the needs of all subgroups</li> <br/> <li>- Adequate Yearly Progress professional development will be provided to entire staff</li> <br/> <li>- Adequate Yearly Progress data will be used to group students and select curriculum for After School Programs</li> <br/> <li>- Professional development led by teachers to address reading goals.</li> </ul> |  |  |  |
|---|--|--|--|

**Part 4 – Budget and Resource Alignment**

|   |                 |   |                    |  |                   |  |                         |   |                          |   |                             |
|---|-----------------|---|--------------------|--|-------------------|--|-------------------------|---|--------------------------|---|-----------------------------|
| <b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.   |                 |   |                    |  |                   |  |                         |   |                          |   |                             |
| <ul style="list-style-type: none"> <li>- Licensed Reading teachers to serve small groups</li> <br/> <li>- AIS teachers to serve small groups</li> <br/> <li>- Per Session for Family Night</li> <br/> <li>- Data Manager</li> <br/> <li>- Lunch Clubs</li> <br/> <li>- Guided Reading Materials</li> <br/> <li>- Schedule adjustments</li> <br/> <li>- New York Ready Instructional supplemental materials</li> <br/> <li>- Rally Instructional supplemental materials</li> </ul> |                 |   |                    |  |                   |  |                         |   |                          |   |                             |
| <b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.  |                 |   |                    |  |                   |  |                         |   |                          |   |                             |
| X   | <b>Tax Levy</b> | X | <b>Title I SWP</b> |  | <b>Title I TA</b> |  | <b>Title II, Part A</b> | X | <b>Title III, Part A</b> | X | <b>Title III, Immigrant</b> |

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|--|-----|---|--------------------------------|--|---------|--|------------|--|---------|--|-------|
|  | C4E | X | 21 <sup>st</sup> Century Grant |  | SIG/SIF |  | PTA Funded |  | In Kind |  | Other |
|--|-----|---|--------------------------------|--|---------|--|------------|--|---------|--|-------|

**Part 5 – Progress Monitoring**

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

Progress will be monitored throughout the year for incremental growth with benchmark Independent Reading Level assessments in November 2015, March 2016, and June 2016. Target growth percentages are as follows: 5% increase by November 2015, 5% increase by March 2016, and 5% increase by June 2016.

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

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

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

### Part 1 – Needs Assessment

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

- Data Source- Online Occurrence Incident Summary Report

o Finding: As per the Incident Location Summary Report the majority of our incidents occurred in the Cafeteria. Fifty incidents out of a total of 153 incidents (35%) incidents occurred in the Cafeteria during period 6 (12:30pm to 1:30pm).

o Finding: From the 2013-2014 school year to the 2014-2015 school year the amount of total incidents in the cafeteria decreased from 72 to 53 (19 instances).

### Part 2 – Annual Goal

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

By June 2016, there will be a 15% decrease in the number of OORS incidents (18) reported during the three lunch periods. PS 149 will use the 2015-2016 Incident Location Summary Report to compare the results of this year's incidents to that of the 2014-2015 Incident Location Summary Report.

### Part 3 – Action Plan

| <p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>   | <p><b>Target Group(s)<br/>Who will be targeted?</b></p> | <p><b>Timeline<br/>What is the start and end date?</b></p> | <p><b>Key Personnel<br/>Who is responsible for implementing and overseeing the activity/strategy?</b></p>            |
|---|---|--|--|
| <p>School Aide personnel will assign two table captains for every class they supervise during all lunch periods. Once a month, two table captains who have demonstrated responsibility and respect towards the adults and peers will share the responsibility of ensuring that students follow proper lunchroom procedures such as keeping tables and floors clean for the next lunch period, monitor the various learning stations such as games, and outside activities. The activities to be implemented during lunch periods could be but not limited to: games, songs, drawings, jokes, stories, and sharing personal stories, and outside physical activities.</p> <p>Incentives to Encourage Proper Behavior During All Lunch Periods:</p> <ul style="list-style-type: none"> <li>• Homework passes are presented to the best behaved class (2 per week) during all lunch periods.</li> <li>• Dress down day (No uniform). Students are given a pass to wear regular clothes and not their uniforms.</li> <li>• Movie Day/Pizza Party is provided for the best two classes once a month. The school aides will monitor the classes everyday and give a check to the classes they supervised (if deserving). A chart will be placed in both the Main Cafeteria to record each class's behavior on a daily basis. At the end of the month, the two classes with the most checks during all three lunch periods win the above incentive.</li> </ul> | <p>1-5 Students</p>                                     | <p>Sept. 2015-<br/>June 2016</p>                           | <p>-Table Captains<br/>-School Aides<br/>- Guidance Counselors<br/>-Parent Coordinator<br/>-Assistant Principals</p> |
| <p>- Lunch aides will supervise the students they have been assigned to but will also keep vigilant over all others as well.</p>  | <p>1-5 Students</p>                                     | <p>Sept. 2015-<br/>June 2016</p>                           | <p>-School Aides<br/>- Guidance Counselors</p>   |

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| <p>- Aides will remain with the classes they supervise to ensure students are engaged in all activities (both outside/inside) during lunch periods.</p> <p>- Professional Development sessions for school aides to set expectations and support in achieving this goal.</p>   |  |                             | <p>-Students across the grades</p> <p>-Assistant Principal</p>  |
| <p>Physical Education Teachers will assist in training the lunch aides to initiate aide-led physical activities during outside recess. <i>(Updated 03.15.16)</i></p>  | <p>K-5 Students</p>  | <p>April 2016-onward</p>    | <p>- Physical Education Teachers</p> <p>- School Aides</p>  |
| <p>Music Teacher and Art Teacher will hold clubs during their lunch period. Students will work in the Art Room/Music Room and work on specific school-wide activities</p>   | <p>1-5 Students</p>  | <p>Sept. 2015-June 2016</p> | <p>-Music Teacher</p> <p>-Art Teacher</p>   |
| <p>School Culture including other stake holders:</p> <ul style="list-style-type: none"> <li>• Student Government: Students will work on school-wide activities (two times a week) during their lunch period. They will create posters and signs that promote safety and respect during lunch periods and throughout the school day.</li> <li>• Parent Involvement: Student's success both academically and socially are celebrated each month during Parent Teacher Association. Teachers will present the name of one student each month who has demonstrated leadership skills. Parents are given the opportunity to be part of this celebration as they child is presented with an award and a prize.</li> <li>• Parents are kept abreast of the progress of their children. They are given the opportunity to communicate with their child's teacher every Tuesday during Parent Engagement. Concerns and questions are addressed by all stakeholders.</li> <li>• Translation services in various languages offered by the Department of Education is offered to parents to better enable them to communicate with the school personnel.</li> <li>• The Parent Coordinator reaches out to various agencies in the community to hold numerous informative workshops during the 2015-2016 school year.</li> <li>• Title I Annual Meeting will be held for all parents to inform them of how the school funds are being implemented to better the educate all students.</li> </ul> | <p>-K-5 Students</p> <p>-Community Members</p> <p>- Parents/Families</p> | <p>Sept. 2015-June 2016</p> | <p>-Student Government</p> <p>-AIS teacher</p> <p>-Translations Services Personnel</p> <p>-Parent Coordinator</p> <p>-Specified Community Agencies</p> <p>-Teachers</p> |

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| Partnership with the Sanford HARMONY Program to create a school-wide initiative based on positive reinforcement to build healthy relationships among students. <i>(Updated 03.15.16)</i> |  | Spring 2016-onward | - Sanford HARMONY Program<br>- School wide staff |

**Part 4 – Budget and Resource Alignment**

|   |          |   |                                |  |            |  |                  |   |                   |  |                      |
|---|----------|---|--------------------------------|--|------------|--|------------------|---|-------------------|--|----------------------|
| <b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc. |          |   |                                |  |            |  |                  |   |                   |  |                      |
| -Materials will be purchased for Guidance Department and physical equipment   |          |   |                                |  |            |  |                  |   |                   |  |                      |
| -Coverage for teachers to facilitate student government meeting   |          |   |                                |  |            |  |                  |   |                   |  |                      |
| - Physical Education teachers will be provided funding for activities/resources   |          |   |                                |  |            |  |                  |   |                   |  |                      |
| - Professional Development Time allotted for Sanford HARMONY Program  |          |   |                                |  |            |  |                  |   |                   |  |                      |
| <b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.  |          |   |                                |  |            |  |                  |   |                   |  |                      |
| X   | Tax Levy | X | Title I SWP                    |  | Title I TA |  | Title II, Part A | X | Title III, Part A |  | Title III, Immigrant |
|   | C4E      |   | 21 <sup>st</sup> Century Grant |  | SIG/SIF    |  | PTA Funded       |   | In Kind           |  | Other                |

**Part 5 – Progress Monitoring**

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| <b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.  |
| School administration in conjunction with the guidance department will monitor progress towards this goal on a weekly basis through SIT meetings and monthly during school safety meetings. Each month the OORS report will be monitored for a decrease of incidents in the cafeteria with target goals being: 5% by November 2015, 5% by March 2016, and 5% by June 2016. |
| <b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.  |



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

**Section 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**

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| <ul style="list-style-type: none"> <li>Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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.</li> <li>Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul> |
| <ul style="list-style-type: none"> <li>Data Source- New York State Science Item Analysis Report</li> </ul> <p>o Finding: The percentage of our students scoring at Levels 3 &amp; 4 decreased from 86% (2013) to 79% (2014).</p>  |

**Part 2 – Annual Goal**

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| <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–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, <u>M</u> measurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p> |
| <p>By June 2016, 3<sup>rd</sup> and 4<sup>th</sup> grade teachers and science clusters will receive ongoing training/professional development resulting in a 3% increase in 4<sup>th</sup> grade students scoring proficiency level on the Science Test.</p>   |

**Part 3 – Action Plan**

| <p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul> | <p><b>Target Group(s)<br/>Who will be targeted?</b></p> | <p><b>Timeline<br/>What is the start and end date?</b></p> | <p><b>Key Personnel<br/>Who is responsible for implementing and overseeing the activity/strategy?</b></p> |
|---|---|--|---|
| <p>Create a third and fourth grade ELL Science Club that focuses on hands-on science experimental activities. The clubs can be created during their lunch periods which includes third and fourth grade students.</p>   | <p>K-5 Students</p>                                     | <p>Sept. 2015- June 2016</p>                               | <p>- Science Teachers<br/><br/>- Grade 4 Teachers</p>   |

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| Create a Science Pop Lab in the Library alternating between third and fourth grades. (During the months of March, April, May).   | K-5 Students | March 2016-May 2016      | - Science Teachers                         |
| Create a Saturday Science Camp for all third grade students and focus on hands on experiments starting March 12th, 2016. <i>(Updated 03.15.16)</i>                         | K-5 Students | March 2016-May 2016      | - Science Teachers<br>Grade 4 Teachers     |
| Create a Science afterschool program of nine sessions for all fourth grade students and focus on hands on experiments starting April 20th, 2016. <i>(Updated 03.15.16)</i> |              |                          |  |
| Form collaborated team teaching science classes that partner science teachers with certified ENL teachers.   | K-5 Students | Sept. 2015-June 2016     | -Grade 3 & 4 Teachers<br>-Science Teachers |
| Year-long professional development cycle for science specialists, targeting standards that need to be revisited, and observing student growth. <i>(Updated 03.15.16)</i>   | Grades 3-4   | September 2015-June 2016 | - Science Teachers<br>- Data Coordinator   |

**Part 4 – Budget and Resource Alignment**

|   |          |   |                                |  |            |  |                  |  |                   |  |                      |
|---|----------|---|--------------------------------|--|------------|--|------------------|--|-------------------|--|----------------------|
| <b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc. |          |   |                                |  |            |  |                  |  |                   |  |                      |
| -Create a Science Lab (Rm 105) and equip with materials/resources   |          |   |                                |  |            |  |                  |  |                   |  |                      |
| -Additional texts will be purchased   |          |   |                                |  |            |  |                  |  |                   |  |                      |
| -Enrichment After School Program  |          |   |                                |  |            |  |                  |  |                   |  |                      |
| <b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.  |          |   |                                |  |            |  |                  |  |                   |  |                      |
| X   | Tax Levy | X | Title I SWP                    |  | Title I TA |  | Title II, Part A |  | Title III, Part A |  | Title III, Immigrant |
|   | C4E      |   | 21 <sup>st</sup> Century Grant |  | SIG/SIF    |  | PTA Funded       |  | In Kind           |  | Other                |

**Part 5 – Progress Monitoring**

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| <b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.  |
| A benchmark assessment that measures student progress in science skills and content will be created and administered in June 2015, November 2015, January 2016 and May 2016 to measure areas of growth and determine areas of need. Students will be tracked from June of 3rd grade to May of 4th grade in preparation for the state science test. Specific attention will be paid to the ELL sub-group throughout. In June 2015, 16% (41/257) of 3rd grade students showed proficiency on the benchmark science exam. By December 2015, we anticipate 45% of those students in 4th grade tested to be proficient, and by May 2016, 95%. |
| <b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.  |

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

**Section 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**

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| <ul style="list-style-type: none"> <li>• Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.</li> <li>• Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul> |
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**Part 2 – Annual Goal**

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

**Part 3 – Action Plan**

| <p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul> | <p><b>Target Group(s)</b><br/><i>Who will be targeted?</i></p> | <p><b>Timeline</b><br/><i>What is the start and end date?</i></p> | <p><b>Key Personnel</b><br/><i>Who is responsible for implementing and overseeing the activity/strategy?</i></p> |
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**Part 4 – Budget and Resource Alignment**

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

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

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

**Part 5 – Progress Monitoring**

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

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

**Section 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**

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| <ul style="list-style-type: none"> <li>Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.</li> <li>Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul> |
| Data Source – Parent Coordinator  |
| <ul style="list-style-type: none"> <li>Finding: An analysis of the Parent Coordinator report showed that 47% of parents attended parent workshops and activities</li> </ul>   |

**Part 2 – Annual Goal**

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| Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound. |
| In the 2015 - 2016 school year we want to empower more parents by educating them about the school system with the help of our community partners measured by an increase in participants of 15% as counted in the parent coordinator's monthly accounting of parent involvement.   |

**Part 3 – Action Plan**

| <b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b>   | <b>Target Group(s)<br/><i>Who will be targeted?</i></b> | <b>Timeline<br/><i>What is the start and end date?</i></b> | <b>Key Personnel<br/><i>Who is responsible for implementing and overseeing the activity/strategy?</i></b> |
|---|---|--|---|
| <ul style="list-style-type: none"> <li>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul> |   |  |   |
| Host a parent academy just before school begins inviting families into the school so they have a sneak peak tour and learn the basics on how the school operates  | K-5 Families  | September 2015   | -Parent Coordinators<br><br>- Administrators  |

|   |              |                          |  |
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| Create a PS 149 Welcome video using student government members to create a video that can be shown in the parent coordinators office, main office and before PTA meetings and other parent events   | K-5 Families | September 2015           | -Student Government members<br><br>-AIS Teacher                  |
| Work with our community partner (Beacon) to offer ENL classes to family members in the evening  | K-5 Families | September 2015-June 2016 | Parent Coordinator<br><br>-Parent Leaders<br><br>-Beacon members |
| Work to make a special welcome package to new families that are from other counties or who enter at odd times of the year which will include a specific family that they can bond with and inform them about special programs in the school community | K-5 Families | September 2015-June 2016 | -Parent Coordinator<br><br>-Parent Leaders                       |
| "Families Fostering Success" - On-going training for parent "Learning Leaders" to become official volunteers in the school community. <i>(Updated 03.15.16)</i>   | K-5 Families | September 2015-June 2016 | - PTA<br><br>- Parent Coordinator<br><br>- Learning Leaders      |

**Part 4 – Budget and Resource Alignment**

|   |          |   |                                |  |            |   |                  |  |                   |  |                      |
|---|----------|---|--------------------------------|--|------------|---|------------------|--|-------------------|--|----------------------|
| <b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc. |          |   |                                |  |            |   |                  |  |                   |  |                      |
| -Per Session for ENL Parent Workshop/Classes  |          |   |                                |  |            |   |                  |  |                   |  |                      |
| -Materials will be purchased for welcome package  |          |   |                                |  |            |   |                  |  |                   |  |                      |
| <b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.  |          |   |                                |  |            |   |                  |  |                   |  |                      |
| X   | Tax Levy | X | Title I SWP                    |  | Title I TA |   | Title II, Part A |  | Title III, Part A |  | Title III, Immigrant |
|   | C4E      |   | 21 <sup>st</sup> Century Grant |  | SIG/SIF    | X | PTA Funded       |  | In Kind           |  | Other                |

**Part 5 – Progress Monitoring**

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| <b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.   |
| By June 2016, the level of parent involvement will increase by 15% from the 2014-2015 school year . This increased involvement throughout the 2015-2016 school year will be measured in attendance taken from school-parent events with benchmark goals being: 5% increase in December 2015, 5% increase in January 2016, and 5% increase in June 2016. |
| <b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.   |

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

**(Required for All Schools)**

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

| <b>Type of Academic Intervention Service (AIS)</b> | <b>Criteria for determining AIS services</b>                                      | <b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>  | <b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b> | <b>When the service is provided (e.g. during the school day, before or after school, etc.)</b> |
|--|---|--|--|--|
| <b>English Language Arts (ELA)</b>                 | TC Independent Reading Level Assessment, New York State ELA, Writing task rubrics | <p><b>Title I Reading</b> - NY Ready- reinforces major reading skills.</p> <p>Story Works- Focuses on short and extended response.</p> <p><b>After School Programs-</b> ReadyGEN Sleuth and Ready Toolbox are aligned to the CCLS reading standards.</p> | Small Group and One-to-One   | During School and After School   |
| <b>Mathematics</b>                                 | Go Math! Chapter tests, New York State Math Exam, Daily classroom “quick checks”  | <p><b>Title I Math</b> - reinforces basic math skills.</p> <p><b>After School Programs-</b></p> <p>Think Central, Mega Math and iTools- reinforces major math concepts, fluency, and problem solving techniques</p>                                      | Small Group  | During School and After School   |
| <b>Science</b>                                     | Unit tests, project rubric  | Content Area Vocabulary, Scientific Method, Essay writing.   | Small Group  | During the School Day  |
| <b>Social Studies</b>                              | Extended Response, project rubric   | Content Area Vocabulary, Document Based Questioning, Primary Sources, Debates, Map Skills, Essay Writing.  | Small Group  | During the School Day  |

|   |   |  |             |                       |
|---|---|--|-------------|-----------------------|
| <b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Parent-Teacher Conferences, Teacher observation | Guidance Counselor/School Psychologist: At-Risk Counseling<br><br>GIG Lunch Group-build socialization skills | Small Group | 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. |                                 |   |                    |
| <b>X</b>   | <b>Schoolwide Program (SWP)</b> | <b>Targeted Assistance (TA) Schools</b> | <b>Non-Title I</b> |

### Part 2: All Title I Schools

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

|   |
|---|
| Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.  |
| <ul style="list-style-type: none"> <li>• We have established a partnership with the Teaching Fellows Program and several universities such as St. John's University, CCNY, and Queens College as a way of acquiring highly qualified teachers for our school's vacancies. We have a committee of Assistant Principals and Coaches to review resumes and interview highly qualified candidates.</li> <li>• Mentoring is provided to newly hired teachers by the coaches.</li> <li>• ReadyGEN and GoMath! Professional Development is provided.</li> <li>• Professional Development is conducted by Assistant Principals to support the mandates of professional responsibilities such as: classroom environment, school handbook, record keeping etc.</li> <li>• Principal provides training in the area of creating a professional portfolio.</li> <li>• Tuition assistance is provided for the completion of college courses necessary for certification.</li> </ul> |

#### 2b. High Quality and Ongoing Professional Development

|   |
|---|
| Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).  |
| <p>Teachers, principals, and paraprofessionals were involved in training around the Common Core Learning Standards by participating in the following workshops:</p> <ul style="list-style-type: none"> <li>• June 2015 Planning Days: GO Math 2015 Overview, Chapter Planning, Lesson Planning, Planning Multiple Entry Points (TC Writing), ELA &amp; Math PBA Implications,</li> <li>• September 8, 2015 Professional Development Day- Setting year-long expectations for curriculum (ReadyGEN, TC Writing, and Go Math!)</li> <li>• Professional Development Mondays - In-depth Go Math! chapter planning, ReadyGEN unit planning, and TC Writing unit planning</li> </ul> |

### **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.).

A Gift Package with information on school hours, uniform, and activities to prepare incoming students is provided to all parents during the parent orientation in May.

During the May Orientation, parents view a mandated video from the Chancellor explaining all programs offered in NYC as well as those offered at our school. The selection process is explained by several pedagogues and Assistant Principal. Incoming students are placed in the program of choice (1 or 2) that parents feel is best for their children.

Incoming Students are met with friendly staff members to test their English Proficiency Level. If parents indicated another language other than English is spoken at home, students are given the LABR which assess their level in English.

Parents meet their Kindergarten Teacher during a parent meeting where expectations and policies are reviewed and questions or concerns from parents are addressed.

Our Incoming Kindergarten students are invited to attend Mommy and Me the year before starting Kindergarten if they have a sibling enrolled in our school.

Preschool children and their parents are invited to participate in the "Mommy & Me" program which begins in November and runs throughout the course of the school year. The program serves as an introduction into P.S.149's curriculum and covers similar lesson plans as those that will be taught in their Kindergarten classrooms. These theme based lesson plans consist of: read aloud activities, practicing fine motor skills such as cutting, coloring, and tracing, learning and singing nursery rhymes, and take home assignments. This program aids in assimilating both students and parents to the school and classrooms.

#### **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.

During grade-level planning sessions, teacher teams meet to select performance based tasks to determine which would be beneficial in providing students with next steps in ELA, Math and Writing. Common Core Aligned rubrics are reviewed so that all teachers are aware of the standards called for in the assessments. Students use checklists that match the teacher selected tasks to assess their own work. Reading and Math unit tests provide teachers with data that is used to support students' overall academic progress. In addition, the MOSL selection process was teacher driven to assure alignment of grade/subject level assignments.

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

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

| Program Name           | Fund Source<br>(i.e. Federal,<br>State or Local) | Funding Amount<br>Indicate the amount<br>contributed to<br>Schoolwide pool.<br>(Refer to Galaxy for<br>FY '16 school<br>allocation amounts) | Place an (X) in <u>Column A</u> below to verify<br>that the school has met the intent and<br>purposes of each program whose funds are<br>consolidated. Indicate in <u>Column B</u> , section<br>references where a related program activity<br>has been described in this plan. |                                  |
|------------------------|--|---|---|----------------------------------|
|                        |  |   | Column A<br>Verify with an (X)  | Column B<br>Section Reference(s) |
| Title I Part A (Basic) | Federal  | 646,608.00  | X   | 5A, 5B, 5C, 5E                   |
| Title II, Part A       | Federal  | 174,989.00  |   |                                  |
| Title III, Part A      | Federal  | 49,016.00   | X   | 5A, 5B, 5C, 5E                   |
| Title III, Immigrant   | Federal  | 0   |   |                                  |
| Tax Levy (FSF)         | Local  | 6,568,613.00  | X   | 5A, 5B, 5C, 5E                   |

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

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

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

**conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

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

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

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

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

**Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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

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

---

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

#### 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 our school. Therefore, our school, PS 149Q, 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 our school and the families. Our 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 our school community. Our school will support parents and families of Title I students by:

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our 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 our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our 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 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 schools 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 our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our 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, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;

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

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

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

### **II. School Responsibilities**

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

- using academic learning time efficiently;
- ensuring success by providing differentiated instruction to address student needs;
- conducting Parent-Teacher Conferences twice a year;
- conducting workshops for parent and students in Grades 3-5 to discuss Common Core Learning Standards and New York State ELA, Math and Science Tests
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;

- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

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;

### **III. 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 promptly 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 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;

#### **IV. Student Responsibilities:**

- attending school regularly and arrive on time;
- completing my homework and submit all assignments on time;
- following the school rules and be responsible for my actions;
- showing respect for myself, other people and property;
- trying to resolve disagreements or conflicts peacefully;
- always trying 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>Christa McAuliffe School</u>  | DBN: <u>30Q149</u> |
| This school is (check one):  |                    |
| <input checked="" type="checkbox"/> conceptually consolidated (skip part E below)<br><input type="checkbox"/> NOT conceptually consolidated (must complete part E below) |                    |

| Part B: Direct Instruction Supplemental Program Information   |
|---|
| The direct instruction component of the program will consist of (check all that apply):   |
| <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy   |
| Total # of ELLs to be served: <u>206</u>  |
| Grades to be served by this program (check all that apply):   |
| <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5<br><input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 |
| Total # of teachers in this program: <u>21</u>  |
| # of certified ESL/Bilingual teachers: <u>16</u>  |
| # of content area teachers: <u>5</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:           All four programs will follow the Title III supplemental services for ELLs. They will include direct instruction after school as well as high quality professional development. Activities planned will support language development, english and native language instruction, and high academic achievement in Math and ELA. All programs are based on student needs and are aligned to support bilingual and ESL services. This program will target our English Language Learners and Second Language Learners in the dual classes .

The ELL After School Academy will meet two times per week beginning November 5, 2014. It will end on March 26, 2015. The program will take place from 2:30 p.m. to 4:30 p.m. for 32 sessions. Group size will be maintained at approximately 15 students per class. There will be a total of 9 classes. Bilingual and ESL teachers will provide supplemental instruction in alignment with the Common Core Learning Standards. Instruction will focus on Literacy and Math in English using ESL strategies and methodologies. Additionally, they will focus on developing vocabulary, test taking skills, strategies and writing skills. Supplementary materials will be provided to increase ESL, and Math Instruction. General instructional supplies such as chart paper, paper, markers, pencils will be purchased to support the After School Academy.

Several programs will be used to improve English Language Arts learning. For the English Language Learners, "Ready New York CCLS Instruction", "Getting Ready for NYSESLAT and Beyond", "Grab and Go" Go Math, and the ReadyGen Sleuths. These programs will be used to improve teaching and learning of core subject areas. They will be used to prepare students in taking the ELA, Math and NYSESLAT exams. This program provides Common Core aligned lessons that prepare students for the upcoming state tests. It also supports student's development of vocabulary through best practices in standards-based instruction. ESL strategies will be incorporated in the teaching of students to support language acquisition in all four modalities (reading, writing, listening, and speaking) across subject areas. Finally, "Ready New York CCLS Instruction" will be used to develop problem solving skills and computational skills in math that are aligned with the Common Core Learning Math Standards. The Grab and Go component in GoMath will provide hands on activities to acquire necessary skills in problem solving, as well as ThinkCentral to review lessons and work in small group interactive lessons.

The Dual Language After-School Program will service ELLs and English Proficient students who are in need of additional academic support and second language development. The Dual Language After-School Program will meet two times a week beginning November 5, 2014 through March 26, 2015 from 2:30 p.m. to 4:30 p.m. for 32 sessions. Group size will be maintained at approximately 20 students per teacher. The language of instruction will be Spanish and English. There will be a total of 7 classes. Instruction will be delivered by certified Bilingual and ESL Classroom Teachers. This program will address student's needs in terms of first and second language acquisition. There will be a concentrated focus on developing fluency and comprehension skills and instruction that focuses on Literacy and Math in English. Additionally, teachers will focus on developing vocabulary, test taking skills, strategies and writing skills. Supplementary materials will be provided to increase ESL, SSL and Math Instruction. General instructional supplies such as chart paper, paper, markers, pencils will be purchased to support the After School Academy.

The Dual Enrichment Program will service 60 students . There will be five classrooms. This program will target students who are well advanced in both languages and will be academically challenged in both ELA and Math. The program will meet once per week and will take place for 18 sessions from 2:30 pm to 4:00pm beginning November 7, 2014 to March 27, 2015.

One Supervisor will supervise all three programs after school. The programs will be covered under Title I

### Part B: Direct Instruction Supplemental Program Information

and Title III funds.

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### Part C: Professional Development

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

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

Begin description here: P.S. 149Q's Title III Professional Development program will focus on providing teachers participating in the Title III program with scaffolding and differentiated instruction strategies for teaching English Language Learners. It will also focus on how to prepare ELLs to meet and exceed the NYC and NYS performance and common core learning standards and to achieve higher scores on all city and state assessments. The professional development session will be facilitated by a school administrator and lead teachers. The professional development topics listed below will be tailored for the teachers participating in the Title III program. The session will be scheduled during the course of the program and conducted after-school hours for a duration of 2 hours. Participating teachers along with the program supervisor will be paid per-session rate for attending, participating and assessing the instructional plan of the supplemental program.

Professional Development will include:

- School based workshop focused on analyzing results from the NYSISTELL/, NYESELAT, New York State Exams, ELA and Math to facilitate the use of this information to drive instruction. The information will be presented to classroom teachers and ESL teachers so that they can individualize instruction based on students' needs.
- School based professional development session devoted to the strategies needed to prepare ELLs to meet city and state standards and to gain a clear understanding of the NYESELAT.
- School based professional development session will be devoted to developing lesson plans that integrate language objectives and that are modified to meet the needs of English Language Learners.
- Teachers will receive additional professional development in improving teaching and learning in core subject areas. Teachers will be trained on how to use the Reading and Math Curriculum (ReadyGen and GoMath) to support students's learning.
- School based professional development session will be devoted to scaffolding across the disciplines and differentiated instruction.

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### 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

### Part D: Parental Engagement Activities

Begin description here: \_\_\_\_\_ PS 149Q will begin to host a parent technology program every Wednesday and Thursday starting November 5, 2014. This program will last for the duration of the year. This program is funded by the school with non-Title III allocation. Since 36% of the student population is identified as ELLs, PS 149 makes necessary translation arrangements available for all parent involvement activities to accommodate parents of ELLs. Parents are notified of these activities through flyers, newsletters, and parent engagement meetings.

- \_\_\_\_\_ Parent Workshops throughout the year are scheduled to keep families up to date on important school information and testing.
- \_\_\_\_\_ Family Literacy Night- parents and students share wonderful activities in reading and writing. Parents and children rotate through different areas where they create bookmarks, read stories to their children, create poems and book making. Also, a section on parent literature is set to help parents understand ways they can help in their children's education, particularly to the reading and writing process, homework help and routines.
- \* \_\_\_\_\_ International Night- Parents and school staff will come together and host a night of sharing diversity through international dishes, music, and culture.
- \_\_\_\_\_ Math Night - parents and students share wonderful experiences in math as they rotate through different centers. Parents and their children have an opportunity to play mathematical games and problem solve together.
- \_\_\_\_\_ Newsletters will be sent home on a monthly basis as an additional means to communicate to parents important schools events, and goals for each subject area each month.
- \_\_\_\_\_ Science Fair - all students participate in this school-wide annual activity. Students create scientific projects that are celebrated and displayed at this fair.
- \_\_\_\_\_ The Parent Coordinator of the school also provides the parents with information on the Learning Leaders Program and other upcoming educational workshops geared to helping their children succeed in school. The Learning Leader Activities includes but are not limited to the following:
  - \* \_\_\_\_\_ Learning Leaders-Certification Program: is a training program which teaches parents and community volunteers to work one-on-one in groups with students and classroom teachers. This program is a three session workshop which is required in order to be certified. All participants are screened and must provide three references.

### Part E: Budget

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

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

| Budget Category  | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|--|-----------------|---|
| Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul> | _____           | _____   |
| Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>                      | _____           | _____   |
| Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> </ul>   | _____           | _____   |

**Part E: Budget**

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

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

| Budget Category  | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|--|-----------------|---|
| <ul style="list-style-type: none"><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul> |                 |   |
| Educational Software (Object Code 199)   | _____           | _____   |
| Travel   | _____           | _____   |
| Other  | _____           | _____   |
| <b>TOTAL</b>   | _____           | _____   |

| School Name: The Christa McAuliffe School   |   | School DBN: 30Q149          |                 |
|---|---|-----------------------------|-----------------|
| Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section. |   |                             |                 |
| Name (PRINT)  | Title                                     | Signature                   | Date (mm/dd/yy) |
| Esther Salorio  | Principal                                 | <i>Esther Salorio</i>       | 10/30/15        |
| Mayra Ruiz Lotito   | Assistant Principal                       | <i>Mayra Ruiz Lotito</i>    | 10/30/15        |
| Adriana Gil   | Parent Coordinator                        | <i>Adriana Gil</i>          | 10/30/15        |
| Letty Vaca  | ENL/Bilingual Teacher                     | <i>L. Vaca</i>              | 10/30/15        |
| Angela Hincapie   | Parent                                    | <i>Angela Hincapie</i>      | 10/30/15        |
| <i>Paola Salgado</i>  | Teacher/Subject Area                      | <i>Paola Salgado</i>        | 10/30/15        |
| Karen Salinas, ENL  | Teacher/Subject Area                      | <i>Karen Salinas</i>        | 10/15/15        |
| Kim Wolff   | Coach                                     | <i>Kim Wolff</i>            | 10/30/15        |
| Sabrina Rabinowitz  | Coach                                     | <i>Sabrina Rabinowitz</i>   | 10/30/15        |
| Odalis Fernandez  | School Counselor                          | <i>Odalis Fernandez</i>     | 10/30/15        |
|   | Superintendent                            |                             |                 |
|   | Borough Field Support Center Staff Member |                             |                 |
|   | Other _____                               |                             |                 |
| Sara Davila-Hamue   | Other IEP Teacher                         | <i>Sara Davila-Hamue</i>    | 10/30/15        |
| Elizabeth DellaBadia  | Other SETSS                               | <i>Elizabeth DellaBadia</i> | 10/30/15        |

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **30Q149** School Name: **Christa McAuliffe School**  
Superintendent: **Dr.**

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

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

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

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

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

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

PS 149 ensures that all parents in our community are provided with pertinent information at time of registration. Parents receive the information in the language they understand. This service is done through a pedagogue who speaks the language and/or interpretation and translations department. The information indicated in the HLIS is used to determine parent's preferred language for both written and/or oral communication. This information is indicated on ATS as well as on the student's emergency card. The various translated documents provided by the Department of Education are provided to parents in their language of preference. During Parent-Teacher Conferences, parents are provided with interpreters through the Interpretation and Translation Unit as well as in-house staff members.

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.

Spanish is our primarily preferred language for both written and oral communication. Some languages we provide translations of important documents is Urdu, Bengali, and Chinese.

## Part B: Creating a Communications Calendar

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

Our school provides translated versions of our school handbook, school newsletters, weekly homework assignments, report cards, after school information, calendar of events, letters for parents regarding important school information, entitlement letters for ENL services or non entitlement services, AMAO letters, SBST and IEP meetings, etc. In addition, every staff member was presented with an Interpretation and Translation handbook at the start of the school year. They were informed on the important and available translation assistance provided for them. Teachers may utilize this department to have pertinent information such as letters, homework, student progress information, trip information, etc., translated in a parent's preferred language of communication.

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.

During the 2015-2016 school year, parents/caregivers will be offered parent workshops during parent engagement Tuesdays. Individual meetings pertaining to student progress will also be held by classroom teachers, cluster teachers, and/or guidance and SBST Department during parent engagement Tuesdays, and/or during the school day. Middle School parent information will be offered to parents by the Guidance Counselors during the school day. Open school week/parent orientations will take place in the months of September/October for each grade. Teachers will provide parents with an overview of the year's curriculum and expectations. There will be a Parent Kindergarten Orientation on September 9th for incoming parents of Kindergarten students. During the month of June 2016, there will be an orientation for incoming third grade dual language students, and their parents. Kindergarten Orientation will also take place in June 2016. The Attendance Teacher will be provided with names of chronically absent/late students so that a home visit will take place. In addition, teachers are communicating with parents of ELL students to inform them of their progress as mandated by CR Part 154. These meetings will take place during parent engagement Tuesdays or schedule during a teacher's planning time.

## Part C: Providing Language Assistance Services

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

PS 149 will provide translation of important information to parents. DOE parent letters will be downloaded and provided to all families by the dates indicated. During Parent-Teacher

Conferences, individuals who prefer to speak a language other than English will be provided with translators through the Translation and Interpretation Unit or through in-house staff members. Every staff member was presented with an Interpretation and Translation handbook at the start of the school year. They were informed on the important and available translation assistance provided for them. Teachers may utilize this department to have pertinent information such as letters, homework, student progress information, trip information, etc., translated in a parent's preferred language of communication.

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

PS 149Q will provide translation and interpretation services through contracted DOE vendors, administrators, parent volunteers, bilingual staff members, PTA President, and the Parent Coordinator. Interpretation services will be provided over the phone, or on site.

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

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

PS 149Q will provide staff members with the information on over the phone interpretation services so that they can utilize its services when the need arises. This information will be provided during staff meetings, and through a T&I Brochure. Staff member was presented with an Interpretation and Translation handbook at the start of the school year. They were informed on the important and available translation assistance provided for them. Staff members are encouraged to utilize this department to have pertinent information such as letters, homework, student progress information, trip information, etc., translated in a parent's preferred language of communication..

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

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

##### Checklist of Notification Requirements

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

PS 149Q will continue to provide Translation and Interpretation Services and information as needed at all meetings and school events. The availability of these services will be communicated to parents through Chancellor's Regulations A-663, as well as visibly, posted signs throughout the school. Our school will continue to be kept well informed of any changes and additions to the translations and

interpretations services as well as provide parents/care givers, and staff members with any information on these changes at meetings and through written correspondences. Parents in need of interpretators will be offered the opportunity to have one through telephone conferences with the Interpretation and Translations Unit or with a staff member who speaks the language.

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

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

PS 149Q will provide a parent survey and a needs assessment survey to ensure that parents and caregivers have received the availability of services they require. During PTA meetings, parents will be reminded of such services available to them.