

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

29Q192

School Name:

I.S. 192 THE LINDEN

Principal:

HARRIETT DIAZ

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

The Linden-Renaissance Middle School 29Q192

School Name: _____ School Number (DBN): _____

6-8

Grades Served: _____

109-89 204 Street Saint Albans, NY 11412

School Address: _____

718 479-5540 718 217-4645

Phone Number: _____ Fax: _____

Harriett Diaz Hdiaz@schools.nyc.gov

School Contact Person: _____ Email Address: _____

Harriett Diaz

Principal: _____

Marc Denis

UFT Chapter Leader: _____

Marie Torres

Parents' Association President: _____

Cynthia Smith

SLT Chairperson: _____

Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____

Bridget Wilson

N/A

Student Representative(s): _____

District Information

29

District: _____ Superintendent: _____

222- 14 Jamaica Avenue Queens Village, NY 11423

Superintendent's Office Address: _____

LMurray3@schools.nyc.gov

Superintendent's Email Address: _____

718 464-1433 718 464-1439

Phone Number: _____ Fax: _____

Borough Field Support Center (BFSC)

Marlene Wilks

BFSC: _____ Director: _____

82-01 Rockaway Blvd. South Ozone, NY 11416

Director's Office Address: _____

mwilks@schools.nyc.gov

Director's Email Address:

917-520-6743

718-281-3509

Phone Number:

Fax:

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Harriett Diaz	*Principal or Designee	
Marc Denis	*UFT Chapter Leader or Designee	
Maria Torres	*PA/PTA President or Designated Co-President	
Yolanda Grant	DC 37 Representative (staff), if applicable	
Bridget Wilson	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Cynthia Smith	Member/ CSA Rep	
Alan Walden	Member/parent	
Jamel Knight	Member/parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/ parent	
Rachel Clarke	Member/ UFT	
William Rodriguez	Member/ parent	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

Our school community has become more diverse with learners from South America. Our special needs population and ELL's have reduced in numbers but have increased with related services. We have a mobile response team on-site every Friday to meet the social-emotional needs of the students and families. Our teachers are involved in a variety of inquiry studies. The DART team consisting of parents and teachers are studying the effects of academic vocabulary and pre-learning skill sets. The gap analysis team is working with other school teams located in Brooklyn, the Bronx and Manhattan to look at ways to close the achievement gaps in literacy classrooms. Our PBIS team studies the immediate affect positive reinforcement and rewards impact the school environment.

During the 2014-2015 school year, IS 192 was removed from the Priority List and identified as a "school in good standing" This designation has become the spring board for looking at rigor in our school. Some of the key areas we looked at:

1-Academic vocabulary- developing in-school and at home strategies'

2- Protocol for summative assessments- identifying 8 assessment strategies to be used in the classroom and 8 protocols to support AIS monthly.

3- PBIS- Changes the mindsets of school community, students, parents and teachers.

29Q192 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	512	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	11	# Music	N/A	# Drama	5
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	74.4%	% Attendance Rate			92.7%
% Free Lunch	77.7%	% Reduced Lunch			7.4%
% Limited English Proficient	6.1%	% Students with Disabilities			24.1%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.6%	% Black or African American			92.0%
% Hispanic or Latino	4.9%	% Asian or Native Hawaiian/Pacific Islander			1.3%
% White	1.1%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	12.34	# of Assistant Principals (2014-15)			2
# 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)			2.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)			6.3
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	11.0%	Mathematics Performance at levels 3 & 4			11.1%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			39.2%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			100.0%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

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

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

Part 1 – Needs Assessment

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

We are in year 2 of implementing Expeditionary Learning grades 6-8 and CMP3 for mathematics grades 6-8. During year 2 teachers worked collaboratively designing lesson plans and performance task. Teachers participated in professional learning communities to support pedagogy to implement the skill sets needed for the instructional shifts.

Based on the Quality Review conducted, February 2015, the use of common assessment to measure student progress. Teachers inconsistently use checks for understanding and student self-assessment during instructional periods.

Strengths include ongoing assessments and collection of student data. The weakness is understanding how to more effectively use the information to inform instructional practice. Teachers are beginning to be more effecting in using ongoing formative assessments during instruction to assess student learning and use incorporate more interactive groups with exit tickets for students to assess their own learning.

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.

Our goal is move ten percent of our teacher from effective to highly effective by June of 2016. Teachers will consistently use weekly data entered electronically into teacher-grade book. Teachers will consistently check for understanding during instructional periods. This will be monitored by using performance task rubrics, Danielson’s’ framework for measuring teaching and learning by supervisors offering feedback on lesson plans and frequent cycles of inter-visitation. After reviewing where teachers scored based on the Frameworks, we will work with teachers on identifying an area of growth needed to move 10 percent of those rated at the upper spectrum of of effective to highly effective.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Teacher study groups to align modules and lesson plans across all grades, content area and classes which incorporate a progression of sequenced and scaffold skills for all groups of students.</p>	<p>All teachers</p>	<p>June 2015- June 2016</p>	<p>Principal, UFT/TC, teachers</p>
<p>Teachers' work in subject matter/grade/teams to review, reflect, and revise learning activities.</p>	<p>Content teachers</p>	<p>Sept.2015- June 2016</p>	<p>FFT/TC, teachers</p>
<p>Collaborative planning in co-teaching classes to ensure differentiation to meet IEP needs of SWDs</p>	<p>ICT Co-teacher teams</p>	<p>Sept. 2015 to June, 2015</p>	<p>All ICT Teachers UFT/TC Liaison Assistant Principal</p>
<p>Push-in Model with target groups of ELL students</p>	<p>ESL teacher</p>	<p>October 2015 to June, 2015</p>	<p>Content Teacher ESL Teacher Assistant Principal</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Title 1 , C4E and Title III will be used to support the plans</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
	<p>Tax Levy</p>	<p>X</p>	<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>	<p>X</p>	<p>Title III, Part A</p>		<p>Title III, Immigrant</p>
<p>X</p>	<p>C4E</p>		<p>21st Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>	<p>X</p>	<p>In Kind</p>		<p>Other</p>

Part 5 – Progress Monitoring

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

By the end of January 2016, students will be able share current learning trends around using data. Students will be given pre-assessments in September/October, 2015 using MOSLs in ELA, Mathematics, Science, Social Studies and US History Regents. The results will be analyzed to look at where students are in their baseline assessments. This information will be used to identify instructional goals by department/grade. Students will be given benchmark assessments in January and the data will be analyzed to see indications of growth. A third assessment will be administered in March/April, 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.

The school has reviewed the data from the Spring 2015 New York State assessments in English Language Arts and Mathematics and looked at performance in relation to the city average and noted the differences. Additionally, careful analysis has been given to the the Standards and the sub-categories for each grade level and class. This information will be used to inform instruction for the 2015-2016 school year. The pacing calendars/curriculum maps for each subject will look at the sub-category findings and use them to strengthen instruction as well as looking at specific needs of individual students in grades 7 and 8. In collaboration with the staff, the school has chosen to use the Performance Series as the assessment tool for the core subjects and has set the administration/scoring/feedback calendar for the year.

Attendance rates in the school are good in that it has remained consistently 90 percent or higher. In collaboration with the district attendance teacher, site-based attendance designee and ongoing efforts to acknowledge students/classes/grades for excellent behavior, the school seeks to garner student input to increase the numbers even higher. The QR surveys ranks the school with high marks in environment indicating that students and parents overall like their school. Suspension rates are low with few major infractions based on the Chancellor's Code of Student Discipline. Administrators and staff work collaboratively with students to resolve issues and to remind students of infractions that could lead to major disciplinary action.

Strengths include the following: Teacher Teams for collaborative planning, Parent/Teacher Team looking at instructional needs, After school and summer programs for academic support to students, active parent engagement opportunities.

Weaknesses include the following: Using Data Effectively to Guide Instruction, Strategies to meet the needs of Students with Disabilities and English Language Learners for better academic achievement on standardized assessments, meeting the needs of a growing foster/alternate family structure population, understanding pre-middle school skills that need to be mastered from elementary to guide differentiation in middle school (i.e., grade 4 and 5 math standards that may be a prerequisite for grade 6 mastery).

Data trends indicate that more students are arriving from elementary school who are significantly below standards in specific sub-categories in ELA and mathematics. Writing skills for a significant sub-group is indicated in pre-assessments.

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.

The goal is to increase and improve student involvement to create a supportive environment. The school will use its' PBIS and SGO (student government organization) of elected class officers to help create and maintain a learning environment where all stakeholders feel safe, supported and challenged by peers and teachers alike. Each class will elect individual class officers who will inturn form a body to elect grade officers to represent each grade. This will be done by November, 2015 with schoolwide elections to be completed by November 20, 2015. This body will meet bi-monthly and will also meet with their specific grade coordinators and/or assistant principal(s). The schoolwide officers will meet monthly with the principal/designee to discuss issues of relevance to the students.

Part 3 – Action Plan

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: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Election of class/grade/school-wide officers	Students in grades 6, 7, 8	October, 2015 November, 2015	Designated teachers on each grade level who serve as SGO advisors (2)
Monthly PBIS activities	All students	October, '15 June, '16	PBIS Coordinator SGO advisors Elected Student Leaders
Renaissance Elite Squad and Explorers	Selected Students Grades 7-8	October, '15 June, 2016	Assistant Principal Retired Volunteer NYPD officer Designated Teacher

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.											
Utilizing funds from a range of sources, the school will use tax levy, Title III, PTA funds, In Kind contributions and other resources to support its' program goals.											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded	X	In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<u>The school will administer Performance Assessments as follows: September-October, 2015 for pre-assessment data; November, 2015 2nd Assessment; January, 2016 for mid-year Benchmar; March, 2016 progress assesments and EOY (end of year) in May, 2016. Parent/Guardians and students will be given feedback following each assessment. Students will establish a goal for each marking period and self-monitor their own progress with teacher input. By June, 2015, teachers will consistently use weekly/bimonthly data entered electronically into their grade books. Formative assessments will be utilized during instruction for ongoing checks of student understanding during instruction. This will be monitored by the use of performance tasks, Danielson's Framework for measuring teaching and learning by supervisors offering feedback on lesson plans and frequent cycles of observations and intervisitations where teachers become critical friends to each other.</u>
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

The administrative team has provided dedicated time in the program to allow for weekly collaboration among teachers independent of the mandated Chancellor's Monday-Tuesday professional learning time. This was indicated as a need by the QR as well as teacher requests. Teacher strategies need to be consistent by providing more entry points to systematically aligning learning outcomes. Teachers have developed a practice of becoming "critical friends" by visiting each other during instructional to look at specific strategies and to give feedback on its' effectiveness/impact n student learning. This has led to planning where entry points/differentiation has been better infused in the lesson based on the needs of the the students. Consequently, teachers are constantly changing groups based on mastery. Initial grouping for instruction were done using data from pre-assessments and looking at student performance on various sub-categories in the ELA and math sub-categories. Students are being challenged to do more self-assessment using rubrics to rate their own performance prior to final ratings by peers and teachers.

Part 2 – Annual Goal

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

By June of 2016, all teachers lesson plans will reflect multiple entry points. Students targeted from various learning groups will be identified based on anticipated learning outcomes. Teachers will look at where the student pre-assessment skills indicate they are and develop, with student input, a target goal to address specific needs. Ongoing Formative assessments will be done in the classroom and summative assessment will be done based upon units/topics/concepts of study within set perimeters ranging from two to six weeks (some ELA units are 4-6 weeks of study).

Part 3 – Action Plan

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: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Teachers will conduct inquiry studies of how students learn best.	ELA, Math teachers	September 2015-June 2106	Principal, data specialist content teachers
The Dart team will develop vocabulary tools to support struggling learners.	Teachers, parents, bottom third students	October 2015-June 2016	Parents, teachers, data specialist
Coaches from NYCDOE will work with targeted teachers on strategies to improve pedagogy	Principal Designated Teachers	October, 2015 to May, 2016	Designated NYCDOE specialists

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.											
Parent volunteers will be used to participate on the DART team. Title 1 funds will support materials needed, UFT/TC salary.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded	X	In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
The teachers will meet weekly during other professional assignment, and during the school day as content planning . Teachers will keep agendas and data logs. Pre-assessments will be done during September/October with a benchmark in November, 2015. A mid-point assessment will be administered in January, 2015. The results will be used to determine progress of students from the pre-assessment and teacher growth based on Danielson.

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

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

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

Part 1 – Needs Assessment

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

Based on the 2014 Quality Review, the school community views the school as having Effective Leadership. The administrative team provides ongoing opportunities for teachers to receive professional development in their content as well as in a range of topics that support the needs of the school community. School surveys reveal that parents and teachers see the school leadership as being effective. While student performance lags behind the city, it does show that students are making progress when looking at test data over a two year period. The QR revealed that teachers were effective in collecting data on their students but more assistance was needed in understanding how to use the information to better impact learning outcomes. The school community, in random phone surveys and exit conferences for families who were no longer in the school, indicated that they were satisfied with the school leadership. Most movements were due to re-locations to other districts and movements to other states and/or return to other countries. They indicated that they found the school leadership to be open and accessible to parents/guardians. A priority need moving forward will be to strengthen home to school communication in that a number of parents were not well acquainted with accessing the data system for information on student progress, messages from teachers, etc.. They did indicate that the phone messenger system worked well. Parents of students with disabilities are provided with support through workshops, translation services and on-going access to personnel who can help them support their child's learning.

Part 2 – Annual Goal

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

The goal for improving student outcomes and school performance is to provide academic support programs before, during and afterschool as well as Saturday access. The school leadership has worked to include more support programs for students before and after school that address academic needs. An early morning literacy program is available for one hour before school in the media center to provide assistance in small group and one-one-one, especially for ELL students with limited language acquisition skills. Haitian Creole, French and/or Spanish speaking staff are available to help students. This support is available from September, 2015 to June, 2016. A Saturday Success Academy provides additional academic support to students in literacy and mathematics. This is available to all students - regular education, Students with Disabilities and English Language Learners - from October 2015 to May, 2016. For ELL students, progress is monitored through monthly assessments in listening, speaking and writing. The school anticipates that they will show progress on the Spring, 2016 NYSLAT in these areas.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Site-based Queensborough Community College (QCC) Partnership in ELA and math academic support to students (Fall and Spring Session)</p>	<p>60 students per session</p>	<p>October, 2015 to May, 2016</p>	<p>Parent Coordinator Licensed ELA teacher Licensed Math teacher</p>
<p>QCC Saturday Program (college campus based) (Fall and Spring session)</p>	<p>75 students per session</p>	<p>October, 2015 to May, 2016</p>	<p>Parent Coordinator Staff from QCC</p>
<p>Reading Buddies with PreKgn. - Kgn. students</p>	<p>30 students</p>	<p>Sept. 2015 to June, 2015</p>	<p>Health Education Teacher Nursing Sorority</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Funded by a grant for the school by QCC (Queensborough Community College 21st Century)</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
	Tax Levy		Title I SWP	X	Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E	X	21 st Century Grant		SIG/SIF	X	PTA Funded	X	In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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Pre-assessments will be administered by October, 2015 across the content areas using MOSLs to determine where students are in those areas. This will be followed up with a benchmark in November and Mid-year assessment in January, 2016. Weekly sessions across all subject areas will be done in writing to improve student's writing ability and stamina. Teachers will use a journal method with 2-entry format for feedback. Using a range of rubrics for different writing types, students and teachers will be able to monitor their progress and growth.

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

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

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

Part 1 – Needs Assessment

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

Student attendance averages 94 percent. Great effort is made to ensue that students are in school with weekly outreach by the school's attendance coordinator and attendance teacher. Suspension rates are low based on incidents recorded in OORs in relation to the city and district schools. The school works to maintain strong family and community ties. Parents, staff and students alike are actively engaged in the community activities and events. School surveys rank student and parent satisfaction well above the city's average and the highest in the district. Parent attendance at school events and activities over the year is good. The school averages approximately 80 percent attendance at parent teacher conferences. Grade 6 has the highest weekly attendance for for the Tuesday chancellor mandated parent teacher conferences. Teachers are reaching out to inform parents that the Tuesday sessions are a weekly occurrence that they can schedule in the event they cannot make it to the evening or afternoon parent teacher conferences. The school, in collaboration with the elected PTA and School Leadership Team (SLT) is working to increase the attendance of parents/guardians at monthly PTA meetings by offering workshops and other information of importance to parents. The QR showed that parents felt welcome in the school, that people cared about their children and that there were high expectations for them. Parents wanted the school to provide more help to parents in understanding how to use the school's Pupil Path to access student information, school work and interaction with teachers using this medium.

Part 2 – Annual Goal

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

1. Improve attendance at Parent Meetings as measured by increased number of parents attending school sponsored meetings throughout the school year (September, 2015 to June, 2016).
2. Improved parent comfort in using Pupil Path.and/or Skedula to communicate with teachers, access student information, schoolwork as indicated by presenting workshops at PTA meetings, before parent teacher conferences and making parent coordinator available to hep during Tuesday parent teacher conferences as indicated by an increased use of Pupil Path.
3. Quarterly workshops for parent/guardians of Students with Disabilities and ELL to address their specific needs as indicated by parent requests to the parent coordinator (September, 2015 to June , 2016).

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Computer Assisted Instruction (CAI) in math for SWDs, ELLs and lower third</p>	<p>SWDs and ELLs</p>	<p>September, 2015 to June 2016</p>	<p>Math Specialist Media Specialist</p>
<p>Parent Child Workshops in Literacy and Math</p>	<p>100 School families</p>	<p>Nov. 2015 Jan. 2016 Mar. 2016</p>	<p>Assistant Principal Math Coach/Teacher Literacy Coach/Teachers UFT Specialist</p>
<p>Science Hands-on Works (3 sessions)</p>	<p>Grade 8 SWDs and ELLs, at-risk grade 8 regular education</p>	<p>May, 2016</p>	<p>Assistant Principal Science Teachers</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Funding sources will include tax levy, Title I , Title III and In Kind contribution to support the action plan.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP	X	Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded	X	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.

Mid-year Benchmarks in January, 2016 using Performance Assessment and Teacher-made assessments based on the core contents. Benchmarks will also be done in un-core classes where appropriate (i.e., drama, art, health, etc.)

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Pre-assessments Spring, 2015 NYS ELA test MOSL ELA Pre-assessments	DRA, Slossins, QRI	Small group instruction	During school day Saturday mornings
Mathematics	Pre-assessments Spring, 2015 NYSED math MOSL Math Pre-assessments	CAI Mac Math Lab	Small group	During school day Saturday morning
Science	Pre-assessment Archived NYS Science Exams Science MOSL Pre-assessments	Interactive Writing Hands-on Activities	Small group	During school day Saturday sessions
Social Studies	Pre-assessments Archived NYS exams Soc. Stu. MOSL	Repeated readings/ Analysis Interactive Writings	Whole group Small group	1X week during the school day 2X week during the school day
At-risk services (e.g. provided by the Guidance Counselor,	Parent Request Mandated by IEP	Mandated Counseling	one-to-group Small group	September, 2015 to June, 2016

<i>School Psychologist, Social Worker, etc.)</i>		At-risk Counseling Speech OT/PT/APE		
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Advertisement on NYCDOE website, local papers, school website, local college campuses for recruitment. Retention centers around ongoing support to new staff and partnering with seasoned colleague as a mentor. If new to education, a year of support is given by designated staff or outside staff. Assignments are based on staffing needs and licensed area of expertise. Ongoing opportunities for staff development is available to all staff whether assigned by administration or requested by the teacher with administrative approval.

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).
Weekly site-based Professional Learning Community meetings with all staff; Off-site workshops for targeted teachers, para-professionals and administrators. Site-based staff development by UFT Liaison that is specific (i.e., UDL, Using Assessments to Guide Instruction) to the needs of the school and/or individual staff. NYCDOE specialists provide site-based staff development to support literacy (ongoing from September, 2015 to May, 2016).

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.).

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.

All teachers are a part of a Professional Learning Community designated by both content and grade. Weekly meetings are done after school and built into the day school structure twice weekly. This allows time for teacher-team collaboration to address appropriate assessment tools for each content. It also gives teachers an opportunity to request assistance on specific group and or individual needs all aimed at improving practice to impact better student learning.

Teachers are given the guidelines regarding the assessments measures and offered professional development on the impact of assessment results to improve instruction. Individual meetings are held to review each teacher's data and what it suggests they can do to improve instruction. Once this is done, teachers select and/or volunteer to determine the form of assessment they will use. The decision is then imparted to the principal.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.
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		FY '16 school allocation amounts)	Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	231,655.00		
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,725,544.00		

¹Explanation/Background:

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

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

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[IS 192]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[IS 192]** will support parents and families of Title I students by:

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

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

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

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

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

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

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

School-Parent Compact (SPC) Template

[IS 192] , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and

the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>IS 192</u>	DBN: <u>29Q192</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>27</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 type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>2</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: While differentiation of instruction is done a part of regular classroom instruction, it is sometimes necessary go provide additional support to students who speak another language.

Consequently, other modalities of instruction is provided to our ELL population.

Subgroups and grade levels to be served include grades 6, 7, and 8 for students.

0-3 years: SIFE:

4-6 years: SWD:

6 plus years:

Schedule and Duration:

Direct instruction is provided to the students in the Early Bird Morning Literacy Program as well as afterschool. This is done Monday to Friday beginning September to June of the schoolyear. The rationale is to strengthen student's reading fluency and writing skills. Students are grouped based on language acquisition from beginner, to intermediate to advanced group. This includes students in grades 6, 7 and 8. The students receive one hour of instruction in the Early Bird Literacy program. Beginners are taught in Haitian Creole, French or Spanish depending on their native tongue. Intermediates receive instruction in English with support in the aforementioned languages.

Students are taught by the ESL teacher and the literacy and research support is supplied by the library media specialist, who is multilingual. Students focus on research projects with a technology component. Students receive help in navigating the internet, search engines and other written research materials to create products rich in academic and content vocabulary. Linguistic support including translation as needed, is provided.

Additionally, students are offered instructional support on Saturday mornings from 9:00AM -12:00PM beginning October to April of the school year. They receive academic support primarily in ELA and in mathematics. Intermediate and advanced students receive instruction from licensed math teachers and literacy support from the ESL teacher. In late Spring of the year, qualified 7 grade 8 students who are eligible for the NYS science test will receive three two hour sessions by a certified science teacher in final preparation for the NYS Intermediate Level Science Test. This will allow for the teacher to focus on their individual needs that cannot be addressed during regular classroom instruction. These sessions will be done after-school and on Saturday morning for a total of six sessions. The language of instruction is English with support in Haitian Creole, French and Spanish. The number and type of certified teachers include one ESL and content teachers in mathematics and science who are fluent in the student's native languages. Literacy support is provided by our librarian who is fluent in English, Creole, French and Spanish. The Saturday program is supervised by an assistant principal as is the ESL program.

Types of Materials: The Early Bird Literacy program uses Read 180 which utilizes the student's ability to read leveled text with written support. It also uses the computer to monitor progress and for students to listen to text. SIOP principles are used in lesson planning in the after school and Saturday programs to make input comprehensible and to maximize the student's understanding of various genres. In science, support materials include science prep coach books geared to the NYS ILST. Math coach books are used to supplement math instruction in the Saturday program.

Part C: Professional Development

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

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

Begin description here: _____

The Title III professional development is used to provide instructional support to any teacher who provides instruction to ELL students. Professional Development is provided to the ESL teacher by the CFN 534, DELLSS, ESL Conferences as well as off-site workshops.

Teachers to receive training: The ELL professional learning community begins with all staff members working with ESL students being provided an overview of ESL strategies and methodologie. Segments of this training is done as a component of the mandatory Monday-Tuesday afterschool professional development.

Schedule and durarion: Professional Development is on-going throughout the year. This includes monthly meetings, after school workshops and SIOP study groups where teachers discuss and practice the implementation of linguistic strategies to increase comprehensible input for ELL students.

Topics to be Covered: ELL Characteristics (what defines an ELL), and Stages of Second Language Acquistion and Activities Appropriate to each Stage, Instructional Strategies for ELLs/ Content Area Strategies for ELLs in CMP3 Math (i.e., graphing, use of calculators, algebraic expressions, geometric functions) and Expeditionary Learning in literacy (i.e., reading skills aligned to the common core that address the strategies such as argumentative essay writing, evidence-based claims, use of graphic organizers to guide writing, close reading of informational text; Four-Square Writing Technique, academic vocabulary across the contents (Frayer), building background knowledge through small group differentiated instruction, CAI and 1:1 instruction, Using Graphic Organizers and Manipulatives in the Content Area Classroom (mathematics, science, technology), Differentiation Strategies for CCLS Based Lesson Plans for ELLs at different levels of mastery (beginner, intermediate, advanced).

Name of Providers: School Administration; CFN 534 staff, ESL Teacher, Literacy Coach and Literacy Lead Teacher, Library Media Specialist and designated Mathematics staff.

Part D: Parental Engagement Activities

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

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

Begin description here: _____ Parents must be engaged in all aspects of their child's education. They must understand the services and supports being offered to their child. They also must be given every opportunity to participate in all levels of their child's education including social and cultural integration into the school family.

Schedule and duration: Ongoing from September to June of the school year.

Topics to be covered: Parent Orientation for ELLs, Supplemental Support Programs for Students, How to Help Your Child Be Successful, ARIS support, How to Help Your Child Prepare for the NYSELAT, HS Articulation Process, Use of Skedula, Accessing Community Resources (i.e., bilingual GED programs, educational activities for families), Parent Academy where five Saturday sessions will be offered to help parents understand selected topics in mathematics (CMP3), Expeditionary Learning Literacy and NYS

Part D: Parental Engagement Activities

science for grade 8 students in preparation for NYS assessments in those areas. Parents will have also be given an opportunity to work on math skills that the students are exposed to using CAI (computer assisted instruction) in the I-Learn Mac Lab. Parents/children will also be invited to participate in the fall and spring science trips as a part of the school's involvement in the Urban Advantage program as well as encouraged to attend Family Science Night presented by the NY Hall of Science. Additionally, parents will be given tickets for weekend visits to local institutions involved with our Urban Advantage partnership. As is the practice of the school, parents are always invited and welcome to attend any school outings their children are involved in by alerting the parent coordinator of their availability. Name of Provider: ESL Teacher, Parent Coordinator, designated school content staff, CFN 534 liaisons. How parents will be notified of these activities: Phone Messenger, Flyers, Mail, Individual Phone Calls

Part E: Budget

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

Allocation Amount: \$ _____

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

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 29Q192 School Name: IS 192
Superintendent: Lenon Murray

Before you begin, please check the following:

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

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

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

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

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

Upon entry into the school, new families fill out the home language survey and are interviewed by staff to determine language needs. If the student has attended a NYC public school in the past, ATS is viewed for any data that might immediately be pertinent to the enrollment process. Parent/guardians are asked to fill out Emergency Contact cards. An oral interview is conducted with staff available currently to speak to parents in Arabic, English, French, Haitian Creole and Spanish. A review of what is listed in Part III of the HLIS is done to help determine the parents preferred language and what they want for their child.

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

English, Haitian Creole, Spanish, Urdu.

Part B: Creating a Communications Calendar

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

The Chancellor's Guide for Students, nycdoe calendar, school calendars, newsletter, parent teacher conferences, after-school program information and extra-curricular activities available to students is disseminated to parents in the dominant languages of our student body (English, Haitian Creole, Spanish). Upon request, other translations are given.

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.

September Parent Teacher Conference/Curriculum Night, weekly Tuesday Parent Teacher Conferences throughout the year, nyc scheduled Parent Teacher conferences for middle school (September, November, March) are part of the formal face-to face meetings that are typically done. Informal interactions include calls by the attendance teacher if the student attendance is in question. The guidance counselor will make calls to parents as needed as well as to schedule times, especially for grade 8 students who are preparing their high school applications.

Part C: Providing Language Assistance Services

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

The school has staff who are fluent in Arabic, French, Haitian Creole and Spanish who can provide translation for parents and of documents.

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

Translation services are provided face-to-face, over the phone and in writing as the need dictates.

Part D: Training Staff on Policies and Procedures

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

The school makes sure that all staff are made of aware of translation services available to them by sharing the Language ID guide and T& I brochure from the nycdoe.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

A welcome poster in multiple languages is posted at the security desk upon entry to the school for all visitors to see. Language ID guides are at the security desk and the main office.

Part F: Monitoring and Quality Control

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

The parent coordinator and the PTA conduct informal surveys with parents during meetings to gather feedback from parents about availability of services for translation. This is also done by the parent coordinator when parents meet one-on-one for meetings to make sure that the school is meeting their translation needs and to gather feedback on how to improve communication where language may be a barrier.