

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

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

**17K012**

**School Name:**

**DR. JACQUELINE PEEK-DAVIS SCHOOL**

**Principal:**

**NYREE DIXON**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Dr. Jacqueline Peek-Davis School School Number (DBN): K012  
Prek-5  
Grades Served: \_\_\_\_\_  
School Address: 430 Howard Avenue  
718-953-4569 718-953-4428  
Phone Number: \_\_\_\_\_ Fax: \_\_\_\_\_  
School Contact Person: Nyree Dixon Email Address: Ndixon3@schools.nyc.gov  
Principal: Nyree Dixon  
Cherrol Bernard  
UFT Chapter Leader: \_\_\_\_\_  
Charise Mack  
Parents' Association President: \_\_\_\_\_  
Nyree Dixon  
SLT Chairperson: \_\_\_\_\_  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): \_\_\_\_\_  
N/A  
Student Representative(s): \_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 17 Superintendent: Mr. Clarence Ellis  
1224 Park Place  
Superintendent's Office Address: \_\_\_\_\_  
cellis@schools.nyc.gov  
Superintendent's Email Address: \_\_\_\_\_  
718-221-4372 718-953-4428  
Phone Number: \_\_\_\_\_ Fax: \_\_\_\_\_

**Borough Field Support Center (BFSC)**

BFSC: Brooklyn Director: Cheryl Watson-Harris  
415 89th street  
Director's Office Address: \_\_\_\_\_  
Cwatson21@schools.nyc.gov  
Director's Email Address: \_\_\_\_\_

Phone Number: 7189235171 Fax: TBD

## 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)
Nyree Dixon	*Principal or Designee	
Cherrol Bernard	*UFT Chapter Leader or Designee	
Charise Mack	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Lakeeya Woods	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	
Rose Graham	Assistant Principal	
Carol Taylor	Member/ UFT (Paraprofessional)	
Lisa Peters	Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Shameka Kirton - Shaw	Parent	
Tricia Claremont	Parent	
Michelle Texidor	Parent	
Kadri Hamzat	Member/ UFT (Teacher)	
Tricia Clairmont	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.

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

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

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

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

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

## The Quality Review and the Framework for Great Schools

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

### NYCDOE's Quality Review (QR)

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

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

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

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

## Section 4: CEP Overview

Develop a narrative summary that includes:

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

### Vision

Dr. Jacqueline Peek-Davis Elementary School also known as P.S. 12 is the pride of Ocean-hill, Brownsville. Our school motto says it all "Together we aspire, Together we achieve". We are a community of learners in which all children are encouraged to achieve high academic standards and social success. Our school celebrates diversity and individuality one student at a time. We believe it is essential to foster a safe and orderly environment, maintaining structure and providing each student with a nurturing environment. Our students are empowered to take responsibility for their own academic success. Our students are active participants of building school community, respect, honesty and committed to building positive attitudes and character. All members of the P.S.12 school community work together as one to create an environment where students and staff strive for excellence.

### Mission

As a community of learners, PS 12 is committed to promoting academic excellence for all of our students by: establishing a safe, orderly and nurturing learning environment. We will develop character and social awareness that fosters a positive school culture, ensuring that all students achieve academic excellence through high quality differentiated instruction thereby developing life long learners adaptable to the challenges of our evolving technological world.

### Demographics

Dr. Jacqueline Peek-Davis is an elementary school with 239 students from pre-kindergarten through grade 5. The school population comprises 78% Black, 18% Hispanic, 2% White and 2% Asian students. The student body includes 4% English language learners and 32% special education students. Boys account for 53% of the students enrolled and girls account for 47%. The average attendance rate for the school year 2014-2015 was 90.0%.

### Unique and Important Characteristics

Our school infuses common planning for all grades. We have an established Professional Learning Team consisting of grade leaders who meet weekly with the principal and assistant principal to discuss the instructional focuses and plan upcoming professional learning. In our school we use google drive as a shared and secure data base for instructional resources, curriculum, protocols and teacher team data. We utilize assessments to meet the needs of our learners and review a variety of data beginning in Prek.

We worked diligently on attaining \$750,000 for a state of the art technology lab, upgrading our technology in the classrooms, auditorium and lunchroom as well as the main entrance/ lobby to better communicate with parents and families. The use of our website helps in promoting effective communication ([www.ps12brooklyn.org](http://www.ps12brooklyn.org)). We have also received a \$45,000 tech grant from the local council member to attain more laptops for our students. We are incorporating technology as a tool to strengthen engagement and providing training throughout the year while our expectation is beginning 2014-2015 school year at least 85% of the classrooms will provide instruction via technology. Currently a System 44 lab is expected to be established by 2016 for specific students who struggle with early literacy skills. We have an established Read 180 lab for students who are fluent in literacy yet struggle in comprehension. Both programs are technology based.

#### New York Junior Tennis League Afterschool (NYJTL)

After a 5-year plea for an afterschool we were gifted with a fully funded after school program through NYJTL, which also sponsors a summer program. The program runs Monday-Friday 3pm-6pm and 10 days during the holiday or school vacation from 8am-6pm (September-August) This is a safe haven for our students and families.

The NYJTL Afterschool goal is to create opportunities for children to have fun while empowering their minds on their way to becoming life-long learners, active citizens, and happy successful positive contributors to society. NYJTL strive to create an after-school environment that is safe, comfortable, and intellectually stimulating, with books, art and writing supplies, science-experiment tools, and spaces that can be arranged for group or individual work. This environment supports development of social and emotional skills (SEL). As part of the program, students have daily physical fitness activities, read and write stories, work on homework assignments, learn to conduct hands on science experiments, participate in the arts through string instruments and chorus, as well as creative arts through visual crafts, and receive group tutoring if needed and community referrals for any additional support service.

#### NYJTL Goals:

1. Foster social and emotional competencies and physical well-being.

Daily physical activity (tennis, dance, soccer, Step and other outdoor/indoor games): Emphasis on (1) mastery of fundamental motor, non-loco motor and manipulative skills, (2) ability to assess performance by monitoring skill level, (3) practicing safe practice and play skills, and (4) learning how to demonstrate care, consideration and respect of others.

2. Provide opportunities for young people to explore their interests and creativity.

Music and Studio Arts, including dance, drawing, painting, drama, photography and other digital media. Educational trips to museums, theater, concerts, performances, tennis and other sports tournaments and competitions, college visits and community service project-based learning. The book club and storytelling components also provide opportunities for students to create their own stories and follow their interests by reading and writing about topics that interest them.

3. Build skills that support academic achievement.

Homework help, group tutoring, storytelling, project based and technology learning, educational trips, studio art, music and community service learning.

4. Cultivate youth leadership and community engagement.

The program model provides extensive opportunities for "Voice" and "Choice" so that students learn how to express their opinions and make wise decisions. Structured community service learning projects to develop leadership skills and civic responsibility.

Community service learning projects begin within the after-school program and then evolve into the larger school community. For example: fund-raising walkathons for cancer research, coat drives, food drives; opportunities to display leadership potential through participating in a student council and student advisory groups; or a chance to act in a leadership capacity in school by taking on roles as group captains and safety monitors as well as participation in community service learning activities.

### **Special Populations and Their Specific Needs**

Our school has a higher special needs population with a self-contained class on every grade K-5. We have a combination of ICT classes and 12:1:1 classes as well as SETTS. Our referral rate is high due to parent request and their need for support. Our school has a high amount of student who need speech and counseling. The designations vary however they are mainly Learning Disabled and Emotionally Disturbed. Behavior Intervention Plans and other supports are put in place for students with special needs. Some students are mainstreamed to general education settings for specific content, subject matter or activities with no limitations as directed by the IEP. An administrator oversees the special needs department along with a team consisting of the guidance counselor, social worker and psychologist as well as a family worker. Team meetings are held weekly to discuss students designated with special needs and students at risk who need alternative supports. Based on the state data for the 2014-2015 school year our special needs students in grades 3-5 decreased in Level 1 and increased in Level 2 on the ELA state exams. However, there was an increase in Level 1's in mathematics based on the state data for the 2014-2015 school year and decrease in Level 2's. We attribute this decline to the number of new admits with special needs services throughout the year, the increase in percentage of special needs students served from 28% to 32% in the 2014-2015 school year, high parental request for student evaluations and a decline in register projection for the 2014-2015 school year.

### **Reflecting on the Framework for Great Schools**

On our most recent Quality Review Report our Area of Celebration was 3.4 Establishing a culture for learning that communicates high expectations to staff, students, and families, and provides supports to achieve those expectations, which is closely aligned to the Framework for Great Schools Element - Strong Family-Community Ties. Our school communicates high expectations to teachers through utilization of the Danielson Framework for Teacher to provide feedback and support professional growth. We communicate high expectations to parents through verbal and written communications. Parents and staff have a common understanding of the expectations for the academic and personal behaviors associated with college and career readiness, resulting in a system in which all stakeholders are prepared to support students. Parents participate in curriculum night at the beginning of each school year to learn the expectations of the grade. Curriculum night informs parents of the expectations of each grade and includes a classroom walk-through where parents learn to look at the expectations for student work products. Parents receive report cards and progress reports in between each marking period to stay up to date on student performance.

We also received a Proficient Rating in 2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels which is aligned to the Framework for Great Schools Element - Collaborative Teachers. Teachers are using rubrics and assessments aligned to Ready Gen and Go Math, along with running records and benchmark assessments to inform instruction. Teachers are utilizing assessment data to identify next steps for students, adjust pacing and plan re-teaching. Teachers conduct item analysis of benchmark and state test data in English language arts (ELA) to determine areas of need. Teachers identified three high needs learning standards to focus on in lessons. In readings, students struggle with finding the main idea and explaining how details support the main idea. In writing,

students struggled with using relevant details to support their opinions. Teachers report spiraling these skills across units of study.

Our Area of Focus is 1.1 Ensure engaging, rigorous and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards, which is aligned to the Framework for Great Schools Element - Rigorous Instruction. Our school has adopted curricula aligned with the Common Core Learning Standards and is in the process integrating the instructional shifts and planning to provide all students access to curricula. The principal provides teachers access to professional learning videos, memos and research articles to support planning for curricula expectations. Teachers have begun using Engage NY resources to supplement the math curriculum and provide more problem solving opportunities for students. Teachers have begun using these problem solving tasks to better understand students' mathematical thinking. Go Math pacing calendars were available on Google drive but there were not yet modified unit plans available. We will be expanding this work this school year and ensuring that we meet the set criteria for school improvement purposes.

We will also be focusing on 1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products. We received a rating of Developing in those areas as well.

Based on our current state data there was a decrease in the number of students tested during the 2014-2015 school year. In 2014 we had 82 students testing and 2015 we tested 69 students. While there was a decrease in level 1's, the level 2's remained the same, level 3's increased and there was a slight decrease in level 4 students based on the (All student data). There is a need to focus on writing in the content areas, ongoing read alouds in the lower grades, engage in problem solving as we begin our day, build independence and fluency amongst the students in literacy and math while creating lessons that are rigorous and engaging meeting the needs of all learners. While we have an increase in overall student attendance from 89% to 90% from the current year we have an extremely high chronic student absence which the guidance counselor and attendance team address during weekly meetings. Lastly, this past year we had a high number of Students in Temporary Housing and families who transitioned. Through the support of teacher leaders and both literacy consultants and math consultants this will be the focus for the school year.

## 17K012 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	216	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	91.4%	% Attendance Rate		88.9%
% Free Lunch	90.5%	% Reduced Lunch		2.4%
% Limited English Proficient	3.3%	% Students with Disabilities		25.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		77.7%
% Hispanic or Latino	19.9%	% Asian or Native Hawaiian/Pacific Islander		2.4%
% White	N/A	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	8.6	# of Assistant Principals (2014-15)		1
# 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)		15.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)		5.37
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	14.9%	Mathematics Performance at levels 3 & 4		20.7%
Science Performance at levels 3 & 4 (4th Grade)	83.3%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
<b>Accountability Status – Elementary and Middle Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
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	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		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	YES			
<b>Accountability Status – High Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

### Part 1 – Needs Assessment

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

According to our most recent Quality Review the school needs to “extend curricula across all grades and subject areas ensuring that all students engage in rigorous instruction, thus promoting higher order thinking and college and career readiness.” In addition, we need to “strengthen school wide instructional practices that engage all students in discussions and high levels of thinking to increase student achievement.” In addition, according to our schools’ most recent School Quality Snapshot for the 2014-2015 school year improvement on the state math exam by our lowest performing students was rated “poor.” The Framework for Great Schools Element – Rigorous Instruction will be the focus of our work in this area. On our 2015 Framework for Great Schools Report stated that 100% of teachers and staff are aware of the literacy shifts, but in mathematics only 33% of teachers and families were aware of the shifts. This will be a priority area for us as well.

### Part 2 – Annual Goal

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

By June 2016, all teachers will include multiple entry points in their lesson plans to meet the needs of all learners as evidenced by at least a 5% increase in students who meet ELA standards and at least an 8% increase in students who meet Math standards as evidenced by the New York State Common Core ELA Exam and New York State Common Core MATH Exam.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<ul style="list-style-type: none"> <li>• Implementation of Read 180 for students who need additional support in solely comprehension, vocabulary and writing.</li> </ul> <p>Implementation of Great Leaps for struggling mathematicians.</p>	<p>Grades 1-4</p>	<p>Sept-June</p>	<p>Principal, AIS Team, AIS Provider, Teacher</p>
<ul style="list-style-type: none"> <li>• Ready Gen and math technological support through SMART BOARDS and computers to further enhance the learning for students with disabilities, English Language Learners, and other high-need student subgroups in our school.</li> </ul> <p>Teachers will engage in morning Problem Solving and math sprints to build the math fluency and reasoning.</p>	<p>Grades 3-5</p>	<p>Sept- June</p>	<p>Principal, AIS Team, AIS Provider, Teacher</p>
<ul style="list-style-type: none"> <li>• Teachers will work collaborative to devise strategies for students in need of additional support. Small group instruction will be utilized by AIS providers and classroom teachers to ensure that students receive targeted instruction to accelerate their learning.</li> <li>• Opportunities for enrichment and intervention will be thoughtfully planned during teacher team meetings.</li> </ul> <p>Teachers will examine and assess students writing in teacher teams based on the CCLS standard.</p>	<p>Grades K-5</p>	<p>Sept- June</p>	<p>Principal, AIS Team, AIS Provider, Teacher, PTA President, SLT Trained parents and community volunteers.</p>

<p>In collaboration with Discovery Education and/or Exemplar Math an onsite institute will be established for teachers in K-2 and 3-5 will attend. The math assessment based on student work will be reviewed and assessed by teacher teams based on the student work on performance task and unit assessments.</p> <p>Working alongside an expert mathematician from the National Training Network onsite training will support teacher development.</p>		Nov-May	
<ul style="list-style-type: none"> <li>Families will receive a newsletter to make them aware of what we are doing to close the achievement gap for our students through the use of intervention and will be invited to participate in workshops that will help equip them with the tools they need to help their children at home.</li> </ul> <p>Through family engagement and parent meetings on a weekly basis parents and teacher will collaborate to work with students on areas of need as based by the NYS item skills analysis.</p>	All Families	Sept-June	Principal, AIS Team, AIS Provider, Teacher

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> <li>Common planning, Per Diem coverage for teacher training/ teacher and para professional development (set aside \$20,000), summer professional planning, per session Teacher team meetings; common planning.</li> <li>Absence Teacher Reserve coverage; Sub Teachers; Use of Citywide Expectation funding in the amount of \$20,000-\$30,000</li> </ul>

•Summer trainings, September Conferences; November Election Day; November 2015- April 2016; one to one meetings; after school, common prep; sub coverage and ATR coverage; Assistant Principal and Principal notes and feedback.

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

**Part 5 – Progress Monitoring**

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

By February 2016, students will meet 50% of ELA and 55% of Math standards based on our I-Ready assessments and performance tasks.

**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.

*Our most recent Quality Review indicated that we are developing in 1.2: Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products. Teaching practices are becoming aligned to the Danielson Framework and the expectations of the instructional shifts and are reflected in discussions and work products. As a result of developing teaching practices, levels of students thinking and participation varied across classroom discussions and in work products. Our priority is to reduce incidents in the classroom so that teachers can spend the bulk of their time working with small groups and individual group of students both academically and socially emotionally. The increase in Special Needs students with behavioral needs is a focus as well as specialized training for both para professionals and teachers. We believe that our teachers and students can benefit by teaching character building that will ultimately lead students producing more meaningful work products. This work is aligned to the Framework for Great Schools Element – Supportive Environment which received a "fair" rating in the 2014-2015 school quality snapshot.*

### Part 2 – Annual Goal

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

By June 2016, there will be a decrease in school incidents as measured by the school’s Annual OORS report and VADIR report.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> <li>• Implementation of NYU TACD plan created by the social emotional team.</li> <li>• PBIS Matrix and assessment of school culture based on a compassion assessment,</li> </ul>	<p>All students and staff</p>	<p>Sept.-June</p>	<p>Assistant Principal, Social Emotional Team, Crisis Team, Teachers</p>
<ul style="list-style-type: none"> <li>• Creation of Behavioral Intervention Plans ( BIP) and Functional Behavioral Assessments ( FBA) for selected students in need of behavior management.</li> <li>• Teachers will be trained in management strategies that focus on preventative measures to deescalate situations in classrooms.</li> </ul>	<p>Selected students with behavioral needs.</p>	<p>Sept.-June</p>	<p>Assistant Principal, Social Emotional Team, Crisis Team, Teachers, Classroom Teachers</p>
<ul style="list-style-type: none"> <li>• Teams of Teachers will be trained to align the TAC-D Action Plan to Functional Behavior Assessments ( FBA) used to create behavioral plans for students with disabilities. This information will then be transferred to their Individualized Educational Plan (I.E.P).</li> <li>• Positive Behavior Intervention Supports (P BIS) refresher training will take place for new teachers and teachers who need additional support in Domain 2: Classroom Environment in the Framework for Teaching.</li> </ul>	<p>All students and staff</p>	<p>Sept.-June</p>	<p>Psychologist, Social Worker, Guidance Counselor, Assistant Principal, Social Emotional Team, Crisis Team, Teachers, Classroom Teachers</p>
<ul style="list-style-type: none"> <li>• Parents will be made aware of any incident involving their child in a supportive manner. The discipline code will be shared during Curriculum Night, Parent Teacher Tuesdays and student behavior will be captured in all progress reports sent home to parents.</li> </ul>	<p>All Families</p>	<p>Sept.-June</p>	<p>Principal, Assistant Principal, Social Emotional Team, Classroom Teachers</p>

**Part 4 – Budget and Resource Alignment**

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

NYU TAC-D will provide at least 8 days of professional development to key staff members. There is no cost to our school due to the district collaboration with NYU. We are also collaborating with Teacher's College through TCICP to engage in inquiry to action work around : Healing Classrooms, Universal Design for Learning and Co-Collaborative Team Teaching. There is no cost to the school for this professional learning however sub teachers and paras are needed. Therefore \$8,000 was set aside to cover these specific professional opportunities. Additionally, the Borough Support Centers and Central Office will provide professional development in crisis intervention, RTI and behavior management at no cost to the school. The de-escalation team (social worker, guidance counselor, psychologist) will receive 4 days of professional development through Cornell University on Chancellor Regulation A411.

\$75,000 Tax Levy monies will be spent on a two day per week consultant to support teachers in literacy while about \$42,000 will be spent in a math consultant two days per week. Common preps will be created to allow Common Planning by grades vertically and horizontally. An F Status Dance teacher will provide support to students and support common planning. The F Status teacher costs \$26,000. We received a Music in the Brain grant which allows students to read and play music while developing their brains and building stamina. Every Monday the Professional Learning Team will meet with the Principal to prepare the months 6 week cycle and next steps in our school community.

**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		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

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

By February 2016, there will be at least a 10% decrease in school incidents as measured by the school's Annual OORS report.

**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.

According to our most recent Quality Review the school needs to “strengthen school wide instructional practices that engage all students in discussions and high levels of thinking to increase student achievement.” In addition, according to our schools’ most recent School Quality Snapshot for the 2014-2015 school year our student achievement and rigorous instruction was "fair". We declined in our state mathematics exam due to extended response, number sense, geometry, fractions and multi- step problems. We will target the lowest third of each grade and special needs students in order to meet this goal. The Framework for Great Schools Element – Rigorous Instruction is the key to this assessment. Based on the recent NYS exams 26% of females scored a level 3 or 4 yet 9% of the males scored a level 3 or 4 in ELA while 17% of females scored a level 3 or 4 and 12% of the males scoring level 3 or 4. Based on this data it is clear our unit and lesson plan approach is need of specific strategies and supports to increase the level of student achievement. Using the Japanese Lesson study, teacher team unit planning and lesson planning with modifications this will improve student achievement.

### Part 2 – Annual Goal

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

By June 2016, 50% of teachers will infuse the Japanese Lesson Plan Model to strengthen school wide practices that engage all students in discussions and high levels of thinking as measured by Advance, teacher artifacts and student work products.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<ul style="list-style-type: none"> <li>• All teachers will be trained on infusing the Japanese Lesson Plan Model (JLPM), to their Common Core English Language Arts lesson plans throughout the year to strengthen school teaching practices.</li> <li>• The staff development team will work with groups of teachers to align their Core Curriculum lesson plans to this style of teaching to increase high levels of thinking and improve student discussions.</li> </ul>	<p>All teachers</p>	<p>Sept - June</p>	<p>Literacy Consultant  Grade Leaders  Staff Development Team</p>
<ul style="list-style-type: none"> <li>• With support from our literacy consultant, English as a Second Language Teacher and lead grade leaders, the lesson plans will include differentiated learning options for students with disabilities and English Language Learners.</li> </ul>	<p>ESL and Special Education Teachers</p>	<p>Sept - June</p>	<p>Principal, Assistant Principal, Literacy Consultant</p>
<ul style="list-style-type: none"> <li>• Teams of Teachers will work collaborative to create at least two model/lab site classrooms that will support the implementation of the J LPM.</li> <li>• Teams of teachers will provide targeted professional development to their colleagues to ensure that cohesiveness.</li> <li>• All teachers will have the opportunity to visit the model/lab sites to provide model and provide feedback to their colleagues.</li> <li>• All Teachers will participate in inter-visitations using the Instructional Rounds model to further enhance their learning.</li> </ul>	<p>All teachers</p>	<p>Sept-June</p>	<p>Principal, Assistant Principal, Literacy Consultant, Grade Leaders</p>
<ul style="list-style-type: none"> <li>• During our parent workshops all parents in attendance learn activities using JLPM so that they can understand how students learn in our school as well as how Common Core Learning Standards are infused in our school community while observing and taking low inference notes. This will enable parents to also participate in small study groups and gain a clearer understanding of the instructional aspect of the school.</li> </ul>	<p>All Families</p>	<p>Sept-June</p>	<p>Parent Coordinator  Grade Leaders</p>

**Part 4 – Budget and Resource Alignment**

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

The literacy consultant will spend support our teachers and students twice a week. Our Professional Learning Team will study and infuse the Japanese Lesson Plan Model throughout the course of the school year. Teachers will be provided with professional development and in-class teaching support to elevate teaching practices. Selected Mondays will be utilized to share and capitalize on the J apanese Lesson Plan Model training, sharing of lessons and discourse around best practices. Allocate \$15,000 for new science program, allocate \$12,000 for Ready Gen text collection and sleuth materials using TL monies and Title I (textbooks). Invest \$20,000 in new non-fiction independent reading books, Storywork magazines and a host of non fiction reading materials.

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

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

**Part 5 – Progress Monitoring**

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

By February 2016, 25% of teachers will infuse the Japanese Lesson Plan Model to strengthen school wide practices that engage all students (3b) in discussions and high levels of thinking as measured by Advance, teacher artifacts and student work products.

**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.

According to our most recent Quality the school received a rating of Developing in 1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products. In addition, according to our schools’ most recent School Quality Snapshot for the 2014-15 school year improvement on the state math exam by our lowest performing students was rated “Poor” while our ELA was rated "Excellent" for Special Needs students. Based on our NYC school survey we received an 84% on our effective school leadership section while the citywide results were 81%. Our goal is to attain at least a 90% in effective school leadership.

In addition, the action plan will continue to simultaneously focus on the following finding, “The school needs to “strengthen school wide instructional practices that engage all students in discussions and high levels of thinking to increase student achievement.” We know that none of this happens in isolation and by integrating the two it will lead to an increase in student achievement.

### **Part 2 – Annual Goal**

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

By June 2016, school leaders will create and implement a professional development plan that builds teachers’ capacity to use differentiated questioning and discussion techniques for students with disabilities, resulting in a 80% increase in teachers improving one performance level reflected in component 1b Demonstrating Knowledge of Students, 3b Questioning and Discussion Techniques, 3 c. Engaging Students in Learning in Advance.

### **Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<ul style="list-style-type: none"> <li>• School leaders will develop a plan for professional development that will further develop teachers in delivering Common Core aligned lessons from our Core Curriculum (ie. Ready Gen and Go Math) using the Japanese Lesson Plan model.</li> <li>• School leaders will engage Teams of Teachers with planning and preparation lessons using the Depths of Knowledge (DOK) to improve questioning and discussion techniques.</li> </ul> <p>Our Professional Learning Plan will reflect mathematics support via internal (support from a math consultant) and varied citywide math professional learning opportunities.</p>	<p>All Teachers</p>	<p>July-June</p>	<p>Grade Leaders, AP, Principal</p>
<ul style="list-style-type: none"> <li>• School leaders will engage special education teachers, paraprofessionals, and selected out of classroom teachers in additional professional development on the Universal Design for Learning.</li> <li>• Special Education and English Language Learners will receive targeted instructional using the strategies in the Universal Design for learning.</li> </ul>	<p>Special Education and ELL Students</p>	<p>Sept-June</p>	<p>Grade Leaders, AP, Principal</p>
<ul style="list-style-type: none"> <li>• Grade leaders and all administrators will receive a 4 day professional learning opportunity with Advance pilot to study the Danielson framework.</li> <li>• School leaders will conduct short, frequent cycles of classroom observations providing teachers with timely targeted actionable feedback using low inference data.</li> </ul>	<p>All Teachers</p>	<p>Sept-June</p>	<p>Grade Leaders, AP, Principal</p>
<ul style="list-style-type: none"> <li>• 100% of parents will receive monthly progress reports and questions to ask their children at home to further develop student discussions.</li> </ul>	<p>All Families</p>	<p>Sept-June</p>	<p>All Teachers</p>

**Part 4 – Budget and Resource Alignment**

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

Professional Development Mondays, Parent Engagement Tuesdays, In-Class Coaching and Support, Per Session and Per Diem coverages. Expenditures between \$20,000-40,000 in per diem for teachers and \$60,000 for sub paras using TL monies and IEP monies for students in need of a para. In order to create a Saturday school for 8 Saturdays beginning in February we will allocate \$10,320 TL monies.

**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		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

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

By February 2016, school leaders will create and implement a professional development plan that builds teachers’ capacity to use differentiated questioning and discussion techniques for Special Needs students, resulting in a 30% increase in teachers improving one performance level reflected in component 1b Demonstrating Knowledge of Students, 3b Questioning and Discussion Techniques, 3c. Engaging Students in Learning in Advance.

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

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

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

**Part 1 – Needs Assessment**

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

**Part 2 – Annual Goal**

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

**Part 3 – Action Plan**

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

**Part 4 – Budget and Resource Alignment**

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

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

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

**Part 5 – Progress Monitoring**

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

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

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

**(Required for All Schools)**

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Students who score a Level 1 on state exams; Students who are not on the appropriate F & P level; Not meeting state CCLS standards; struggle with phonics and fluency. AIS students are in small groups using Read 180 and LLI and targeted in Tiers as determined by work samples and assessments. Providers use informational texts that contain maps, graphs and news articles. Students are taught to extract accurate information and answer document based questions .	Read 180, System 44, Great Leaps,LLI, Ready Gen Phonics, Reading Reform	Small Group and Whole Group	School Day
<b>Mathematics</b>	AIS providers will push into the classroom for math. They use the RTI section of the Go Math Program to work with targeted students. All grades will use these supplemental lessons to aid students with the strategy/skills taught in the mini	Great Leaps Math, iReady, Khan’s Academy	Small Group/Pull Out/Push In	School Day

	<p>lesson, in addition to using I-Ready (which can also be used at home), Khan’s Academy, Great Leaps Math, Jump Start, and Iready. Providers also focus on increasing student’s ability to answer open ended questions and explain their work in writing. In addition, Tier III students will work one-on-one to address specific needs.</p>			
<b>Science</b>	<p>AIS is being provided for targeted students using Read 180 and LLI requiring modification and small group instruction to address their specific needs. Students use informational texts to gather information and use the information found in the text to answer questions. Students are also taught to label materials, use information to solve problems, and to write hypotheses and coherent informative explanations of their results</p>	<p>Science Assessment; Performance Tasks, Iready, LLI, Read 180, System 44</p>	<p>Small Group/Pull Out/Push In</p>	<p>School Day</p>
<b>Social Studies</b>	<p>AIS students are in small groups using Read 180 and LLI and targeted in Tiers as determined by work samples and assessments. Providers use informational texts that contain maps,</p>	<p>Social Studies DBQ, Short Response, Assessment, Iready assessment, LLI, Read 180, System 44</p>	<p>Small Group/Pull Out/Push In</p>	<p>School Day</p>

	graphs and news articles. Students are taught to extract accurate information and answer document based questions			
<b>At-risk services</b> (e.g. <i>provided by the Guidance Counselor, School Psychologist, Social Worker, etc.</i> )	Students who show signs of sadness, attention challenges, behavioral concerns, anxiety and sensitivity.	PBIS, Character Education	One to one and small group	School Day

## Section 7: Title I Program Information

**Directions:**

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

**Part 1: Title I Status**

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

**Part 2: All Title I Schools**

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

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>In order to maintain highly qualified teachers, teams engage in collaborative practice using the inquiry approach. Time is spent effectively assessing and evaluating student work and planning lessons that accelerate student learning. Teachers receive personalized professional development based on their needs. They attend in-house and external professional development and share best practices. Teachers lead teams and content areas in which they have strengths. Rigorous conversations are held in small groups and one to one amongst peers to facilitate collaboration and continuous dialogue</p>

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

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>As a school community we encourage teacher leaders to work cohesively to be a part of the school hiring team to select new employees and provide them with high quality professional development which ensures that teachers become, and remain, highly effective in helping all students to achieve high performance standards. Highly qualified teachers are recruited through job fairs and interviewed by a hiring committee consisting of novice and veteran teachers.</p> <p>In order to ensure that our teachers remain highly qualified, they attend in-house and external professional development and share best practices. The staff receives professional development on understanding the Common Core Learning Standards and the Danielson Framework for Teaching. Staff also receives professional development in the use Positive Behavior Intervention System training by our social emotional team, teacher leaders and external developers. PBIS is a system that encourages positive behavior and expectation for students and the school community.</p> <p style="margin-left: 40px;">The use of technology based professional development will allow teachers and staff to reflect, network and provide on-going professional development through Engage NY and The Teaching Channel. Staff will receive professional development regarding behavior modification and classroom management in order to achieve high level student performance.</p>

All P.S. 12 staff will receive professional development in order to maintain their highly qualified status.

Also staff with identified talent will be guided into roles that allow them to use those talents. Such examples are lead teachers who will be encouraged to seek /or train for administrative roles/ coaches.

All new teachers will be assigned a mentor for at least one year.

Small learning communities will be created to provide new teachers (and all in need of support) with the support needed to enhance our learning community.

### **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.).

Each spring we reach out to local preschool programs and invite the families of children turning 5 (those ready to enter Kindergarten) to visit our school. Parents and prospective students are given a tour of our school and are invited to visit our kindergarten classes. Parents meet with the Parent Coordinator, teachers and administrators and receive a brief overview of the kindergarten curriculum and informed how they can help prepare their children for entering our school.

#### **4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

Teachers are consulted through surveys and small group conversations amongst their grade leaders who share the consensus with the leadership team. Based on the needs of the students and school needs we decide which

assessments would best be suitable for the grade and/or school. As for the professional development the entire staff has an opportunity to attend Core Curriculum summer training for FREE in ELA and Math (Ready Gen and Go Math!) Any additional professional development may be attained externally or a team leader will turnkey the training allowing for our school to build capacity.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	141,906.00	X	Pages 11-18
Title II, Part A	Federal	101,262.00	X	Pages 17-18
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,309,332.00	X	Pages 11-18

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

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

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

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

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

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

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

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

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

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

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

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

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

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## **Dr. Jacqueline Peek-Davis School Public School 12**

### **2015-2016 Parent Involvement Policy**

#### **General Expectations**

##### **PS12 agrees to implement the following statutory requirements:**

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with the section 1118 of the Elementary and Secondary Education Act (
- Those programs, activities and procedures will be planned and implemented with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the
- The school will incorporate this parental involvement policy into its school improvement plan.
- In executing the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide multiple opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the
- The school will involve the parents of children served in Title I, Part A programs in decisions regarding how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.

##### **The school will be governed by the following statutory definition of parental involvement, and will execute programs, activities and procedures in accordance with this definition:**

- Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
- That parents play an integral role in assisting in their child's learning
- That parents are encouraged to be actively engaged in their child's education at school
- That parents are full partners in their child's education and are included, as appropriate, in decision-making and actively participate on advisory committees to assist in the education of their child; as well as the execution of other activities, such as those described in section 1118 of the

- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the school.

**Descriptions of How P.S.12 will Implement Required Parental Involvement Policy Components:**

**P.S. 12 will take the following actions to involve parents in the joint development of the school’s parental involvement plan under section 1112 of the**

- Host a Title I Parent Meeting (Evening and Morning) to accommodate all parents.
- Distribute the Title I school parental involvement policy and parent compact by November of each year.

**P.S.12 will take the following actions to involve parents in the process of school review and improvement under section 1116 of**

- PROVIDE OPPORTUNITIES FOR PARENTS TO CONFER WITH TEACHERS EVERY TUESDAY 2:20-3:30
- Host Curriculum Day/Evening to give parents the opportunity to be involved in a classroom setting and share their child’s academic experience.
- Conduct workshops to assist parents in supporting their children for New York State Exams.
- Conduct parent meetings to inform parents of school initiatives and survey parent needs.

**P.S.12 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following programs:**

- CELEBRATION of Academic Achievement,
- P.S.12 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and ACTIVITIES TO design strategies for more effective parental involvement, and to revise, if necessary with the involvement of parents) its parental involvement policies.
- Parents on the
- P.S.12 will build the schools’ and parents capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below
- Providing materials and training to help parents work with their children to improve their achievement levels in literacy and use of technology through monthly meetings held by school,
- 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 parent s can effectively support and monitor their child’s progress. The parent coordinator will provide parents with training in

- Providing assistance to parents in understanding Common Core Standards when parents receive the math or
- Sharing information about school and parent related programs, meetings and other activities in a format and in languages that parents can understand. Use of the school website to communicate.
- Parents and family members are invited on a monthly basis to celebrate student writing the publishing parties.
- Solicit parent volunteers for school trips.
- Cool Culture

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

- The state’s academic content standards
- The state’s student academic achievement standards
- The state’s academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators. This will be achieved through one to one conferences, workshops, and classes. The necessary equipment or other materials that may be necessary will be provided to ensure success.
- The school will provide materials and training to help parents’ works with their children to improve their children’s academic achievement.
- Providing materials and training to help parents work with their children to improve their achievement levels in
- Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education on their children. Meetings will be held on a monthly basis.
- 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 Common Core Standards. Workshops will be held on a monthly basis.
- Sharing information about school and parent related programs, meetings and other activities in a format and in languages that parents can understand.
- Providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community. Use of the school website, School messenger, email, texts and newsletters.

### **Adoption**

This school parental involvement policy has been developed jointly with, and agreed on with, parents of children participation in Title I, Part A programs, as evidenced by the agenda and sign in sheets from meeting.

- This policy was adopted by P.S.12 on November 21, 2013 and will be in effect for the period of 3 years. The school will distribute this policy to all parents of participating Title I, part A children on or before November 30, of each year.

### **School-Parent Compact**

Dr. Jacqueline Peek-Davis Elementary School/ Public School 12 in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (

#### I. School Responsibilities

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

- using academic learning time efficiently;
- 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 (

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 October 30 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:

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 will 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

## 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 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

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **17K012** School Name: **Dr. Jacqueline Peek-Davis Elementar**  
Superintendent: **Clarence Ellis**

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

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

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

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

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

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

Assessment of P.S.12 written and oral interpretation is done primarily through the Home Language Survey form that is completed upon registration. We also use a few ATS reports to help to determine the translation and interpretation needs of parents in our school. These reports include the RHLA and RPOB. Though not all of our students are eligible for ENL instruction, we do keep a record of homes where English is not the primary language, so that translation and interpretation services are available to all parents who require them, and not just to parents of ELLs. Data is collected via ATS, students' emergency cards information and from conversations with parents.

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.

As a result of the data collected, it was discovered that parents' preference for oral and written communication were Spanish, Arabic, and English. P.S. 12 will make every effort to ensure that written and oral translations are representative of the languages of our families.

## Part B: Creating a Communications Calendar

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

During the course of the school year P.S. 12 disseminates several documents to our parents. Many of these documents are translated to meet the needs of individual cultures represented here. Documents include but not limited to School Calendars, Open School/Parent Conference notifications, after school activities such as Curriculum Night, Trips, PTA/School Leadership Meetings. These notifications are sent at various times. Ex: Parent welcome letter, calendar will be sent at the beginning of the school year, etc.

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

Our school will have the formal face-to-face meetings with parents throughout the school year: Meet the Teacher/Curriculum Night, Parent/Teacher conferences, IEP meetings. When necessary a translator will be provided to accommodate the meeting/conferences. Other informal meetings will include conversations with guidance counselor, attendance teacher, classroom teacher, as well as parent coordinator.

## Part C: Providing Language Assistance Services

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

P.S. 12 will meet identified translation needs through the support of the Parent Coordinator/Family worker, ENL teacher and all other school personnel identified to provide and support translation services. The majority of services will be provided by in-house by school staff.

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

We have many staff members that are able to assist our parents with oral interpretation. If interpretation is needed, a member of the staff is asked to interpret for the parent. The school administration ensures

that the level of provided written and/or oral interpretation services represents a level of language that is objective and accurate. Should no one be available we ask a parent volunteer to assist us.

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

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

All staff will be made aware of the various languages represented here at P.S. 12. Every staff member will receive a T&I brochure, Language ID Guide as well as a Language Palm card. Staff will be encouraged and reminded of their responsibility of open communication with parents of ELLs. All parties will be made aware of the resources available here at the school as well as outside resources.

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

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

##### Checklist of Notification Requirements

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

All parents will be provided with information regarding their rights to have a translator if necessary as well as the procedures for attaining these services. P.S. 12 will fulfill Section VII of the Chancellor's Regulations A-663 by determining within 30 days of a student's enrollment the primary language spoken by the parent of each student. If such language is not English, it is determined whether the parent requires language assistance in order to communicate effectively with the school. We will maintain current records of the primary language in ATS, as well as on the student's Emergency Card. The school will continue to use all of the above translation options and selections. We will also post in a conspicuous location at or near the primary entrance a sign in Spanish, Russian, Bengali, Chinese, Urdu and Arabic, indicating the availability of interpretation services. We will also update our school safety plan, ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices due to language barriers. We will obtain a translation from the Translation and Interpretation Unit into the language of the signage and forms required for this section. We will post and provide such forms in accordance with this section.

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

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

Feedback will be gathered from parents and used in the improvement of the services and support provided to them. This will be done through parent surveys, one-on-one meetings, telephone conversations, and formal/informal meetings.