



2015-16
RENEWAL SCHOOL
COMPREHENSIVE EDUCATIONAL PLAN
(RSCEP)

DBN: (i.e. 01M001):	13K067
School Name:	P.S. 067 CHARLES A. DORSEY
Principal:	KYESHA JACKSON

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Section 1: School Information Page

School Information

School Name: The Charles A. Dorsey School School Number (DBN): 13K067
Grades Served: Grades Pre-K-5
School Address: 51 Saint Edwards Place
Phone Number: (718) 834-6756 Fax: (718) 855 -4221
School Contact Person: Kyesha Jackson Email Address: Kjacks05@schools.nyc.gov
Principal: Ms. Kyesha Jackson
UFT Chapter Leader: Mrs. Evita Clemmons
Parents' Association President: Mr. Patrick Cabiness
SLT Chairperson: Mr. John Rondon
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Ms. Stephanie Pettway
Student Representative(s): N/A
CBO Representative: Tal Bar - Zemer Partnership With Children

District Information

District: 13 Superintendent: Ms. Barbara Freeman
Superintendent's Office Address: 355 Park Place Brooklyn , NY
Superintendent's Email Address: BFreeman6 @ schools.nyc.gov
Phone Number: 718. 623-5040 Fax: 718-636-3266

Borough Field Support Center (BFSC)

BFSC: North Brooklyn Director: Bernadette Fitzgerald
Director's Office Address: 131 Livingston St., Room 501, Brooklyn, N.Y., 11201

bfitzge2@schools.nyc.gov

Director's Email Address:

718-935-3728

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Phone Number:

Fax:

Section 2: Executive Summary and Organizing Principles

The Objective

The intent of this Renewal School Comprehensive Educational Plan (RSCEP) is to continue to frame a three-year process for each Renewal school and design a comprehensive plan that outlines a strategic path to a paradigm shift in each school at every level. The motivation driving this work is our commitment to providing every child with a school that meets their academic and social-emotional needs. Closely accompanying this imperative is our belief that every school can be renewed and foster a community based culture of learning. The job of the district is to use our position to provide the systemic vision, strategies, and resources to facilitate school renewal through a collaborative effort including all stakeholders.

The core values held as essential for the success of the School Renewal Program:

- A “learning stance” must be held by all community members (district leaders, school leaders, school staff, community-based partners, students and families). The work should be approached with humility and integrity. We must all be willing learners.
- A “theory of action” must guide the work to ensure clarity and coherence.
- Authentic teams that collaborate in the spirit of trust, within and across the various levels of the school community, are prerequisites for successful school renewal
- Schools will be places of robust engagement, anchored in positive youth development, ensuring that the school environment is welcoming and empowering for students, families and community members.
- Strong professional development/learning is a fundamental part of our work.
- The school renewal implementation must be simultaneously dynamic and responsive as well as sustained over the three year period of renewal.

The organizing Theory of Action that guides the [School Renewal Program](#) strategy:

By using the Six Elements of the Framework for Great schools as our improvement structure, we seek to align instructional coaching and leadership development with structural supports in order to build staff capacity. Using schools instructional foci, school leaders and staff will implement changes in curriculum, instruction, school culture and structures so that there are sustainable improvements in student outcomes and school culture.

The arc of the School Renewal Program strategy:

In order to attain high levels of achievement for all students in Renewal schools we must build capacity to increase student achievement through the adoption of new attitudes and behaviors, research based strategies that improve teacher practice, coupled with the use of clear data driven supports for building students’ skills in the content areas and increasing student engagement. We are particularly prioritizing reading and writing across the curricula. The use of student learning data will drive instruction through strong teacher teams; onsite, job embedded professional learning and problem solving, and accountability at all levels of the system: central, district and school - for results. Renewal schools are provided with intensive training, leadership and pedagogical coaching, and structural supports, monitoring of implementation and ongoing feedback and revisions as needed. Further, each Renewal school will become a Community School and strategically partner with community based organizations (CBO) to integrate social services and expanded learning time into the fabric of the school to help them better serve the needs of students. These schools will stand as centers of opportunities where families can get the supports they need to make sure students come to school ready and able to learn.

Structure of the Renewal School Comprehensive Educational Plan (RSCEP)

The Renewal School Comprehensive Educational Plan (RSCEP) will serve as the organizing and overarching document for each Renewal school and will be directly aligned and developed around the elements of the [Framework for Great Schools](#), including the following:

- Establishing an overarching summative vision aligned with elements of the Framework for Great Schools and documenting key areas of celebration and renewal through analysis of assessments and by envisioning what the desired outcome for each school will be at the end of the School Renewal process.
- Setting interim assessment benchmarks that create the path for improvement by focusing on desired outcomes and goals. In this way, the plan will be mapped to the overarching summative vision. In addition to the five discrete goals formed around the elements of the Framework for Great Schools, each school will create an action plan.
- Transformation into a community school in order to increase student and family access to physical and mental health services and other social-emotional supports made available in or near the school.
- Expanded learning opportunities for all students, including additional instruction provided during afterschool and/or summer programming provided in collaboration with community partners.
- Intensive professional development for all staff to ensure effective implementation of curriculum and instruction aligned to the Common Core State Standards (CCSS) and to support staff in effectively responding to the differentiated academic and social-emotional needs of all students.
- Additional, focused strategies to increase parent and family engagement.

Information on the Framework for Great Schools and the DTSDE

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 RSCEP 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 Renewal School Comprehensive Educational Plan (RSCEP) 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 strategies and activities 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 and Renewal Committees 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 five (5) goals and action plans in response to the first five (5) 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.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Accountability Tools 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 informed by the New York State Education Department’s (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the American Institute of Research (AIR) Needs Assessment, the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

NYSED’s Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Education Plans also will use the tool.

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

1. Tenet 1: District Leadership and Capacity
2. Tenet 2: School Leader Practices and Decisions
3. Tenet 3: Curriculum Development and Support
4. Tenet 4: Teacher Practices and Decisions
5. Tenet 5: Student Social and Emotional Developmental Health, and
6. Tenet 6: Family and Community Engagement

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 RSCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists in every Renewal school and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the American Institute of Research (AIR) needs assessment, the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Create a summative vision for the elements of the Framework for Great Schools.
- **Step 5:** Revisit your school's current goals, and 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 have identified, and will let your school community know when you have reached your goal.
- **Step 6:** 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 7:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 8:** Complete the Expanded Learning Time (ELT) and the Community School sections.
- **Step 9:** 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 strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust practices 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 3: School Leadership Team (SLT) Signature Page

Directions: All SLT members are expected to sign this page to confirm their participation in the development of this Renewal School Comprehensive Educational Plan (RSCEP). SLT members' signatures indicates that they have been consulted with and given the opportunity to provide feedback on the plan and the plan's alignment with the school-based budget to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Expanded Learning Time, Community School initiative, 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.

On the chart below:

1. List the names of each SLT member in the second column.
2. In the first column, indicate using an "X" if the person is an SLT member.
3. In the third column, record the position and constituent group represented such as staff, parent, student, Community Based Organization (CBO), or other contributor. Core mandatory SLT members are indicated by an asterisk*.
4. 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 RSCEP, not approval.
5. 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.

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
X	Kyesha Jackson	*Principal or Designee	
X	Evita Clemmons	*UFT Chapter Leader or Designee	
X	Patrick Cabiness	*PA/PTA President or Designated Co-President	
X	Emily Clark	DC 37 Representative (staff), if applicable	
X	Stephanie Pettway	Title I Parent Representative (or Parent Advisory Council Chairperson)	
X	Tal Bar-Zemer	Community School Director (staff)	
	N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Yvette Figueroa	Parent	
	Magdalia Pena	Parent	
X	Morgan Cremin	Staff	
X	John Rondon	Staff	
X		Staff	

Section 4: Renewal School Narrative

In a brief narrative, describe the current state of the Renewal school addressing the following:

1. Provide 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. What are the school's beliefs about student learning?
3. Identify any special student populations that the school has and what their specific needs are.
4. Describe the elements of the Framework for Great Schools in which the school made the most progress over the past year, and which elements remain most challenging. Be sure to include the historical progress the school has made with establishing family and community partner engagement.
5. List strong partnerships that currently exist with CBOs and or indicate whether this has been a challenge.
6. Summarize the Expanded Learning Time (ELT) opportunities that have been offered to your students this year.

The Charles A. Dorsey School is an elementary school located in the Fort Greene neighborhood of Brooklyn. As a 188 year old landmark, it hails as the first African-American School in Brooklyn. Many of our alumni have gone on to achieve success in both the public as well as private sector. We plan to continue the legacy of success by empowering our scholars to set goals and identify clear and concise steps to achieve those goals.

The Dorsey School is comprised of 228 students in Pre-Kindergarten through Grade Five. The demographics of our school community is 39% Hispanic, 47% African-American, 8% English Language Learners and 32% students with Disabilities. Ninety Seven percent of our scholars are economically disadvantaged and are therefore entitled to highly qualified teachers who provide an engaging learning environment and utilize their unique skills in accelerating learning for all students. In addition to intensive learning in all classrooms, some of our scholars receive services from specially trained professionals such as, English as a Second Language (ESL) teacher, Special Education Teacher Support Service providers, a Speech and Language teacher, Occupational therapist, Physical Therapist, Social Worker and School Psychologist. In addition, we have an on-site Department of Health nurse, who provides instruction on Nutrition and Wellness.

Our mission is to create a school that provides the highest quality of educational services and opportunities to all students, parents, and staff in a safe and nurturing environment. P.S. 67 is committed to academic excellence, the arts, athletics, wellness, and service. It is our belief that if teachers provide strategic scaffolds to present complex concepts in small differentiated groups of students informed by data, then students will demonstrate deepened understanding of content as evidenced through group discussions and work products. We are dedicated to creating an environment where student achievement is attained through an enriched curriculum, clear communication, parental and community support.

The Dorsey School has made significant progress is in the use of Technology. In every classroom, technology is integrated in to the multidisciplinary structure of the day. Teachers are now able to use on-line data from programs such as MyOn Digital Library and Front Row to capture, collect and analyze data that helps to drive instruction. Progress has also been made in the social/emotional domains. Over the course of the school year, our attendance rate has increased and our Online Occurrence Reporting System (OORS) incident rates have decreased. This is partially due to an effective school-wide initiative called Positive Behavior Interventions and Supports, the incorporation of the value of the month and cohesive school-wide incentives.

One of our most prevalent challenges for our learning community is family engagement. We are continuously exploring ways to increase family involvement. We have most recently updated our parenting center which is a space created to allow daily opportunities for parents to communicate with staff and other families in a warm and inviting setting. Since the start of school, our parents have used the parenting center to host Parent Teacher Association meetings, participate in workshops on career awareness, resume writing and what it means to be a Community School. We will also offer a GED and a language acquisition program for families interested in learning English.

We continue to build partnerships that will enhance our learning community such as the Brooklyn Community Church, PS 46, New York Police Department: 88th Precinct Community Affairs Department, University Settlement after-school

program, and the Goodwill /Beacon after-school program. We have also partnered with the Community Based Organization, Partnership With Children. Partnership with Children has been integral in assisting with parent engagement by organizing family trips, facilitating workshops, monitoring attendance, reaching out to parents, and offering assistance with services needed. Partnership with children is also providing mental health services for families and bringing arts programming to every class as well as continuously writing grants to bring more enrichment programs to our scholars.

Scholars are participating in Expanded Learning Time for one hour a day, five days a week. During this time, we offer the following opportunities to enhance their critical thinking skills:

- Junior Great Books - uses the shared inquiry approach which enable children to explore the ideas, meaning and information found in text. Teachers will engage scholars in discussions that will empower them to think, listen and respond to questions and answers from others in their discussion groups.
- Exemplars - Mathematics program which provides teachers the guidance to teach and assess problem solving and communication skills. The program uses open ended problems to engage students and help them to develop critical thinking and reasoning skills to solve real-world problems.
- Art - In an effort to meet the needs of all students, students in grades K - 2 will participate in art based activities focused around literacy
- City Lore - engages youth in exploring the world of arts and culture in their lives and in the lives of others. Students will participate in dance and visual arts once per week with a culminating performance and exhibition at the end of each semester
- MyOn Digital Library - a digital literacy program which provides students with a variety of literature based on their own interests and reading ability and provides writing to enhance their experience. MyOn tracks students reading activity and growth and provides teachers with actionable data to improve instruction.
- Brooklyn Academy of Music (BAM) - students will learn about Africa and its diaspora through dance and music in a residency that focuses on Senegal the home nation of Dance Africa 2016's visiting company.

Section 5: Needs Assessment, Summative Vision, 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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment, and other relevant qualitative and quantitative data. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	D
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	D
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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. 		
<p>Based on the quality review and air assessment, the school is inconsistent in providing demanding curricula that promote college and career readiness for all learners. While instructional practices are aligned to support the instructional shifts, demands of the curricula and effective teaching strategies are not consistently used across most classrooms. In addition, the school’s common assessment planning calendar inconsistently utilizes assessments aligned to curricula materials lessening the school’s ability to determine student progress based on lessons taught.</p> <p>During the 2015-16 school year, teachers, administrators and staff will continue to strengthen their skills to analyze the miscues from the Teachers College Reading and Writing Project (TCRWP) running records and plan strategy lessons for small groups of students. As a school, we decided that to revise our reading assessment system so that we could have a clearer picture of how our students were scoring in the areas of reading comprehension and fluency. The Gates-MacGinitie Reading Assessment will be administered in grades K-5 to begin this process. Teachers have also been re-trained on how to administer TC assessments and are now working towards using the results to plan rigorous Common Core aligned lessons and strengthen their Tier 1 instructional practices.</p> <p>The areas of strength that have been identified are:</p>		

- Students with special needs demonstrated an excellent rate of progress on the State English test compared to other students who scored at the same level last year.
- Students with special needs demonstrated a good rate of progress on the State math test compared to other students who scored at the same level last year.
- There was effective movement of students with special needs to less restrictive environments.
 - In 2014 the average proficiency rating in ELA was 2.06% and 1.92% in mathematics. In 2015 ELA proficiency increased to and math proficiency increased to, which meets the renewal benchmarks.

Part 2 – Summative Vision for Rigorous Instruction

In a narrative, outline the Renewal school's vision for this element, upon completion of the Renewal Program. Consider the following questions:

1. What curricula will be implemented? How will it be scaffolded for all students? What academic programs (CTE, AP, etc.) will be implemented? How will the instructional shifts be evident?
2. What rigorous learning experiences will students engage in through Expanded Learning Time?
3. What will the pedagogical practice look like? What will the mode of instruction be? What will classes look like?
4. How do the teachers use multiple entry points to ensure the success of every child?
5. How will consistency be supported across school faculty and community educators and across a longer learning day?
6. What will the assessments be? How will the data be collected and used? Who will analyze it and see that next steps are taken pedagogically and with regard to curricular revisions?
7. What percentage of students do you expect will show measurable growth in ELA and Math by year 2? (Elementary and Middle Schools)
8. What percentage of students do you expect will be at college readiness in English and Math by year two? (High Schools)
9. What graduation rate do you aspire to achieve by year two? (High Schools)

As a community, one significant focus for the 2015-2016 school year is on designing coherent instruction across content areas that is aligned to the Common Core Standards. Through informal observations and the collection of surveys, assessment, student work and teacher lesson plans, we have observed that this is an area of need. In order to improve teacher practices in lesson planning, we planned professional development in designing Common Core aligned lessons that focus on coherent instruction. The impact has been more consistent and well planned lessons that were reviewed daily and monitored weekly by administration in the second half of the previous school year. Teachers also were integral in supporting their own work and development through common planning times.

The school's primary overarching theory of action is if teachers provide strategic scaffolds to present complex concepts in small differentiated groups of students that are informed by data, then students will demonstrate deepened understanding of content as evidenced through group discussions and work products.

Administrators and staff will continue to strengthen their skills to create a cohesive data analysis structure, to inform data driven instruction and adjust lessons and individualized supports.

Professional collaborations of teachers across grades will examine best practices for moving students along the progressions of learning for independent reading and writing using Teachers College Writing Units of Study, structured independent reading time using enhanced classroom and MyON digital libraries. The Go Math program along with the

Engage NY Story of Units program will be refined to balance math fluency, conceptual understanding and problem solving.

Measures of teacher practice will determine progress in designing coherent instruction, engaging students in learning, the effective use of questioning, discussion and assessment techniques, across the Danielson Framework. Surveys for parents and staff will measure improvements in effective use of instructional time and parent engagement.

Instructional coaches will support rigorous instruction through on-going professional development, facilitating inter-class and inter-school visitations, instructional rounds and participating in ongoing data analysis.

During the 2015-16 school year, the teachers will improve their practice of analyzing data to inform instruction in order to raise academic achievement for all learners, including our ELL's and SWD's. As a result of this work, 80% of our students will make at least one year's progress as measured by the MOSL such as TCRWP Running Records by June 2016.

The Common Core standards will be our guideline for instruction, our method of delivery will be guided by daily lesson plans which will use the Workshop Model methodology. Students will learn how to perform learning standards that are delivered and modeled by the teacher through the use of coherently designed lesson planning, vocabulary word work, essential question, Common Core aligned tasks, learning targets, (I CAN student statements), higher order questioning and discussion techniques, paired-partner learning, small group instruction, the use of the Depth of Knowledge Taxonomy, and Common Core aligned assessments. In addition, the use of flexible grouping, differentiated, collaborative and modified learning strategies will be incorporated to increase student engagement and understanding. The use of assessment will allow teachers and instructional staff to use student work samples to measure best practices and to drive the decision that will be made for the next day's lesson.

Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By the end of June 2016, the average ELA proficiency rating for students in grades 3-5 will increase from 2.06 to 2.13 and the average math proficiency rating for students in grades 3-5 will increase from 1.92 to 2.09.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>All students will be assessed using the Gates-MacGinitie Reading Assessment to use as a diagnostic tool. The resulting data will be used to drive instruction. Our Students With Disabilities, who score in the bottom third sub group category will receive intensive clinical diagnostic SRA Corrective Reading assessments which will be done in order to fill in the gaps of missed instruction. Our SETSS provider and other Related Service providers have been trained in Leveled Literacy Intervention, diagnostic techniques, Close Reading, and Foundations. In addition, these service providers will be supports in the RTI tier 2 and tier 3 processes. The use of college tutors for 1:1 tutorials will be beneficial in supporting on-line tutorial programs such as Front Row for Go! Math.</p> <p>Teachers will use Core Knowledge (K-2) and Expeditionary Learning (3-5) as the instructional program. Students will further be engaged in shared inquiry of complex texts using Junior Great Books as a resource. For math the instructional program utilized will be Go Math, Exemplars and Number Talks in all grades.</p> <p>Students' independent reading levels will be assessed and progress monitored through quarterly administrations of Teachers College Running Records in October, January, March and May.</p> <p>Instructional coaches will enhance teacher pedagogy and instructional practices by facilitating on-going professional development opportunities in ELA and Mathematics</p> <p>Parents' understanding of rigorous instruction and Common Core expectations will be supported by monthly newsletters detailing the learning progress in the classroom and weekly</p>	<p>Grades K-5 students</p>	<p>Sept. 2015 - June 2016</p>	<p>School leader, assistant principal and all teachers, educational assistants, Instructional Coaches</p>

parent engagement sessions. In addition, teacher-led parent workshops will aid parents in supporting their children by equipping them with the skills to help students complete homework.			
Our students who are English Language Learners will feel supported by teachers, staff and fellow students. The balanced Literacy/ Workshop Model is a research based learning program and our method of CCLS instructional delivery. Students will receive guided instruction, language acquisition (DOLCH word) and skills building, and process writing in a pull out and push in setting. Vocabulary usage, differentiated learning with be specified in cohesive lesson planning. Students' writing performance levels will be assessed and progress monitored through pre and post On- Demand Performance Assessments for narrative, opinion and information TC writing units, every eight weeks	Grades K-5 students	Sept. 2015 - June 2016	School leader, assistant principal and all teachers, ENL teacher, Instructional Coach
Students' reading comprehension will be assessed and progress monitored using the Pearson Predictive multiple choice and short answer Periodic Assessment as baseline and two interim assessments.	Grades 2-5 students	Sept. 2015- June 2016	School leader, assistant principal and all teachers serving students in grades 2-5, Instructional Coach
ELA and Mathematics unit test will be continued monthly, NYS performance assessment replications that are aligned to the CCLS will be used January -March; using performance indicators from the baseline and interim assessments as bases of measured progress. Students' math proficiency will be assessed and progress monitored using the Pearson Predictive multiple choice and short answer Periodic Assessment as baseline and two interim-assessments.	Grades 2-5	Sept. 2015- June 2017	School leader, assistant principal and all teachers serving students in grades 2-5 , Instructional Coach

Part 5 – Budget and Resource Alignment

<p>Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <p>There will need to be per session opportunities for teachers, educational assistants, and supervisors to participate in data driven inquiry work, facilitate professional development and create curriculum maps and pacing calendars.</p> <p>Educational assistants and service providers will receive training on Leveled Literacy Intervention (LLI), running records and supporting our English Language Learners.</p> <p>Funds will be set aside for literacy consultants for Core Knowledge Language Arts, Expeditionary Learning, Teachers College Reading and Writing Project and Foundations. Teachers will also attend off-site professional development, therefore we will set aside funds for substitute teachers so that instruction is not interrupted.</p> <p>We will purchase Junior Great Books for each grade and have two full days of training. The Gates-MacGinitie Reading Assessments will be purchased for grades 3 - 5 and materials for Exemplar Math and Number Talks.</p>
<p>Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
X	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>By February 2016 the average proficiency rate in ELA and mathematics, will indicate an average student progress of 2.0 as measured by periodic assessments.</p>
<p>Part 6b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 5: Needs Assessment, Summative Vision, 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. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	D
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	D
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	D
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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. 		
<p>P. S. 67 has a history of increased levels of major minor incidents as reported by NYCDOE Online Occurrence Reporting System. Currently we are working with Partnership With Children. This organization has had a past relationship with this school and is very familiar with the learning community. This school year, the school community will work together to make decisions about academic and personal growth of all students through school wide goal setting.</p> <ul style="list-style-type: none"> In the 2014-2015 Quality Review report, P.S. 67 was rated developing which aligns to establishing overarching systems for monitoring social-emotional and academic success. This year the school’s attendance rate has increased, by 3% as measured by ATS and negative behaviors have decreased as measured by OORS. With the combined efforts of our CBO, we will continue to achieve progress in this area thus creating an environment where there are minimal disruptions and conflicts. In addition, new staff members will be trained and supported by the Social/Emotional Professional Learning Community on how to implement and sustain the practices of de-escalation and social emotional learning. A committee of staff members will work closely with our CBO to provide our emotionally at-risk students additional supports and resources to address the student’s/parent’s needs. 		

- According to the American Institute of Research (AIR) Co-Interpretation survey, 90% of teachers stated that order and discipline were maintained at PS 67 and that disciplinary supports are leading to improve classroom management.
- Teachers felt a need to continue morning assemblies to increase positive behaviors and communication. Respondents mention a need for more counselors to support the instructional program. Partnership with Children will place additional Social Workers on site to support at risk counseling and to work with students and teachers regarding de-escalation techniques.

Part 2 – Summative Vision for Supportive Environment

In a narrative, outline the Renewal Committee’s vision for this element, upon completion of the Renewal Program. Consider the following questions:

1. How would you want school stakeholders to describe the school?
2. What do the CBO partnerships look like? How do they sustain and support the social and emotional growth and health of your students?
3. How is student voice and leadership supported?
4. What social-emotional learning framework will your school adopt (RULER, PBIS, etc.)?
5. How should the school be more proactive in promoting improved students social-emotional skills? How should counseling happen?
6. How will your school team measure social-emotional development?
7. How would teachers, community partners, and school leaders use data to respond to student social and emotional needs?
8. Indicate how your attendance and chronic absenteeism rates will improve?

To support our students’ social and emotional well-being, our school utilizes a school-wide positive behavior incentive plan for rewards and character development. Our goal is to create an environment where there are minimal disruptions and conflicts during instructional time; thus diminishing our number of incidents. We have added new staff members to our school community, and will ensure that they clearly understand and utilize classroom behavior modification systems. In order to provide them with the support needed, we will continue to provide professional development on social/emotional themes such, as how to work with students with ADD and ADHD, ways to motivate learners, and will work closely with staff members to implement and sustain our school wide PBIS systems.

The Charles A. Dorsey community school will provide the highest quality of educational services and opportunities to all students, parents, and staff in a safe and nurturing environment. We are dedicated to immersing our scholars in a culture of high academic achievement through an enriched and rigorous curriculum inclusive of the arts, athletics, and character education.

Positive Behavioral Interventions and Supports (P.B.I.S.) is a multi-tiered approach that impacts the social, emotional and academic outcomes for students. Properly implemented, it challenges all the components of “up bringing and educating of a child.” Where as the often spoken philosophy is “it takes a village” P.B.I.S. “takes numerous professionals and lay people, various service providers and venues of services” all coming together and contributing to the well being of “the child.”

The link between families and positive behavioral interventions and supports is an important one. When families are meaningfully involved in educational activities their children do better in schools. Families play an important part in their child's education and social development. The home component will be informed as to the implementation of the program and how it will impact their children. Parents will be periodically informed as to how positive behavior management techniques (token reward system, Dorsey Bucks) impact children’s behavior. The P.B.I.S team and the CBO will collaborate in providing parents with training in explaining and demonstrating the expected behavior to their children and the positive rewards as well as the consequences. Suggestion given to the parent will include setting goals and a rewards program for the child. There could be a “menu” of rewards, some big, some small that a child can relate to at home.

Our school will begin by establishing clear expectations for behavior that are taught, modeled, and reinforced across all settings and by all staff. This provides a host environment that supports the adoption and sustained use of effective academic and social/emotional instruction.

“Teachers and students deserve school environments that are safe, supportive, and conducive to teaching and learning. Creating a supportive school climate—and decreasing suspensions and expulsions—requires close attention to the social, emotional, and behavioral needs of all students.” The school will implement the P.B.I.S. program school wide. A team will be formed to determine the methods, techniques, and strategies that will be used to implement the program efficiently and effectively.

A school wide set of general rules will be created defining the positive expectations and behavior that will be accepted. The universal rules of school conduct will provide a set of rules that student will operate under regardless of their grade or class.

The Dorsey Bucks token system will be put into place. The entire staff will be given a supply of Dorsey Bucks that they will use to rewards students who they see doing something positive. Each week, on Friday during the general lunch period, students will be permitted to make purchases of various sorted items using the Dorsey Bucks they have earned.

Students who perform well academically, display positive behavioral growth, and/or illustrate the meaning of the monthly character principle will be publicly recognized with a certificate presented by the principal, attend a private luncheon with the Principal, and have their picture taken for display in the school's main first floor corridor.

A student committee (it may take the form of a “Students’ Government”) will meet to plan special events for students.

Below are some of the components that will assist the school in measuring the effectiveness of the program:

- Increase data-based decision-making about behavior and academic instruction and reinforcement across all school settings.
- Increase consistent use and effect of research-based behavioral and academic instructional strategies among all school staff at school-wide, classroom and individual student levels.
- Reduce use of reactive discipline measures in schools (e.g. office discipline referrals, detentions, suspensions, expulsions) for all students.
- Increase academic achievement levels of students.
Implement effective intervention plans for students with the most comprehensive behavioral/emotional needs that support and evaluate their success across home, school, and community.
- Increase capacity of general education settings to successfully educate students with disabilities and prevent academic/social failures of all students
- Increase in student attendance by 15% across the school but especially in the upper grades. A reduction in school lateness.

Implementing PBIS school wide will establish a climate in which appropriate behavior is the norm. To ensure success, we will work diligently to bridge the gap between school, families, and the community. It is our belief that the collaboration of all parties will support our efforts in the developing our students into lifelong learners and leaders.

Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART –

Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

During the 2015-16 school year, 80 % of staff members will utilize our P.B.I.S. (Positive Behavior Intervention Systems), school wide system and classroom management systems to support our students' social and emotional well-being. As a result, incidents will decrease by 10% as evidenced by the information recorded in the OORS Management System

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engage families and expand their understanding of a supportive environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>All staff members will attend bi-monthly, professional development sessions on the school-wide P.B.I.S. best practices to solidify how it will be utilized in our school. Also at these bi-monthly meeting, all staff members will be trained on how to effectively utilize Classroom Behavior Modification strategies.</p>	<p>All staff</p>	<p>Sept. 2015 June 2016</p>	<p>Principal Assistant Principal Teachers</p>
<p>Partnership with Children(PWC) will provide training for educational assistants and teaching staff based on the collaborative for academic social and emotional learning within the domains of self awareness social awareness responsible decision making and self management and relationship skills so that gains in socio-emotional skills are directly linked to behavior change.</p>	<p>All staff</p>	<p>Octob 2015 June 2016</p>	<p>Partnership with Children</p>
<p>PBIS Social/Emotional Committee will monitor how the school-wide behavior system is being utilized throughout the school and support staff members who need assistance with sustaining their use of the support systems</p>	<p>SLT chair, Guidance Counselor, IEP teacher</p>	<p>Sept. 2015 June 2016</p>	<p>PBIS Team Teachers</p>
<p>A committee of staff members and parents will work with PWC to identify additional resources and supports to support our emotionally at-risk students</p>	<p>Teacher Staff Parents</p>	<p>Sept. 2015 June 2016</p>	<p>PBIS Team Teachers Partnership with Children</p>

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Teacher per session opportunities will be provided for planning and preparing resources for teachers. We will schedule a monthly community meeting to celebrate social and emotional progress. Funds will be set aside to purchase rewards for the Dorsey bucks store. School staff and CBO staff will meet bi-monthly to plan and make adjustment to professional development plan and systems and structures put in place to improve behavior.											
Part 5b. 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		P/F Set-aside		21 st Century	X	C4E
	Title I 1003(a)		Title III	X	PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. 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 January 2016, there will be a decrease of 10% in the number of incidents as compared to January of 2015 in the OORS Management System.											
Part 6b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

Section 5: Needs Assessment, Summative Vision, 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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	D
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (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. <p>School staff describe a positive collaborative environment and supportive professional community between school staff and teachers, but reports from all respondents about collaboration among teachers were mixed. Most teachers noted that they meet regularly for professional development and to plan with their grade teams, and that a subset of teachers meet in vertical teams, however the effectiveness and outcomes of the meeting are vague. Previous year's teacher collaboration occurred both formally and informally.</p> <p>The school strengths currently lie is the positive relationships amongst the staff and between the staff and the leadership team. Additional strengths lie in the ambition of the teachers and school leaders to put best instructional practices in place for planning, teaching, and leading. The current school schedule has provided time for grade team meetings at least once a week where the teachers in grade bands(K-1, 2-3, 4-5) can meet. Addition inquiry time is scheduled for after school during the Other Professional Work segment.</p> <p>The school is in need of a framework in which the meetings should be structured, so that all grade team and inquiry team meetings will be aligned to that of the Great Schools Standard. Accountability measures need to be set in place by the school leadership team to ensure the integrity of the meetings are upheld and the time is used effectively for planning and inquiry purposes.</p> <p>Based on the increase in the Math and ELA exam scores on the 2014-2015 state exams, it would be evident that the teachers have attempted to make the CCLS aligned instruction more accessible to the students from varying points. This</p>		

growth is small in percentage but large in the recent history of the test scores for the school. The growth will provide both affirmation of good practice and should be a conduit for more growth within the school.

The teachers and leaders are actively strengthening instructional practices and strategies within their lesson plans address the students' goals and needs by improving teacher practices of analyzing data to inform instruction in order to raise awareness of entry points for all learners, including our ELL's and SWD's.

The immediate needs for the teachers in this particular tenet is increased Professional learning of ways to provide multiple access points for learners in their classes that may have unidentified needs. The students who are not specifically identified for services need support from the classroom teacher as well as support staff.

School leaders and Instructional Coach will monitor teacher's growth in the areas identified in their goals at their Initial Planning Conference meetings. These goals will be observed during informal and formal classroom observations. School leaders will utilize the Danielson Framework to provide teachers with supportive feedback and next steps to guide their instruction. In addition, professional developments will be tailored to the general observed needs of the teachers in the school, as a whole, by grade level, and individualized basis.

Teachers utilize ongoing running records(formative) and common learning progressions as tools to analyze students' mastery of the CCLS. The teachers have also reflected on state testing data for the purposes of informing instruction and planning of Math and ELA unit.

Teachers are carefully planning lessons that invite student participation and to differentiate for the needs of the students.

The need in this area pertains to shifting the ownership of learning from the teacher to the students. Providing opportunities for students to decide what they will learn, while the teachers devise ways for the students to be active participants and leaders of their learning. To foster this, examining best practices for utilizing assessment data, and classroom management would suit the needs of students and the teachers.

Part 2 – Summative Vision for Collaborative Teachers

In a narrative, outline the Renewal Committee's vision for this element, upon completion of the Renewal Program. Questions to consider:

1. How is the school organized to promote teacher collaboration?
2. What teaching and learning look like? What underlying principles would influence the creation units and lesson plans? Do teachers work on units and lessons in teams?
3. How are teachers providing opportunities for to deepen learning for higher achieving students?
4. What system do teachers use to ensure that every child is safe in their class?
5. What data should teachers review regularly to ensure they plan for individual student needs? Should the teachers review student work collaboratively in teams?
6. How do you intend to use community educators / partners to support a collaborative teaching approach?

During the 2015-16 school year, the teachers will be meeting in horizontal grade teams as well as vertical teacher teams to collaborate in inquiries to help plan lessons that are rigorous and focused on the instruction rubrics for ELA, Writing and Math. The teachers will work together to evaluate student work according to the Danielson Framework to provide feedback on the instructional practices of their fellow teachers.

Teachers, administrators and staff worked diligently to align our Literacy and Mathematics curriculum to the standards. Curriculum maps were created by each grade level team with the understanding that they would have to be revised during the 2015-16 school year based on the teacher's student population. Teachers attended professional development sessions and worked after school, during their common planning periods and also during their lunch

periods so that they were able to receive feedback and instructional guidance across the grades. This coming year our teachers will receive on-site professional development from Teachers College consultants to create lab site classrooms to support the implementation of the TCWRP Writing Units of Study. Teachers will develop lesson plans using a Balanced Literacy/Workshop Model methodology. Teachers will begin their lessons with rubrics and “I can” statements, and will align learning targets with CCLS and work to identify multiple points of access to achieve targeted goals. Model teachers will work with the teachers, assisting them in gathering additional resources to help support our students with scaffolds to meet the CCLS and also to improve student engagement. In addition, inter-classroom visitations will support the collaboration and provide opportunities for teachers to apply principles of pedagogy in their classrooms and receive feedback from their peers.

Teachers are currently working to create high quality question and discussion techniques to deepen students’ thinking, small group instruction utilizing multiple points of entry, and student self-assessment.

Student grouping will be strategically organized by the data from formative assessments and benchmarks. Teachers will create fluid groups to tap into the strengths of each child while building up their weaknesses.

Teachers utilize ongoing running records and common learning progressions as a tool to analyze students’ mastery of the CCLS. All assessments can and will be used for inquiry meetings to assess the quality of the measurement tool, quality of classroom instruction, and student understanding.

Partnering with the CBO Partnership with children, teachers will utilize their off periods to hold workshops for parents on practices to try at home with their children. In addition, the CBO is providing each grade with Artist residencies where communities artists are coming in to work with the children in bringing the Social Studies Curriculum alive.

Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, 100% of teachers will participate in 3 inquiry cycles to collaboratively analyze student performance tasks to improve the average ELA proficiency rating to 2.13 and average math proficiency to 2.09.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Writing consultants, instructional coaches, teachers and administrators will facilitate professional development sessions (weekly) in literacy, Mathematics and/or Social Studies with the teachers focused on the CCLS and how aligning our curriculum to the standards will improve academic achievement.</p> <p>Teachers will use the Social Studies Scope and Sequence to embed rigorous and common core aligned lessons and tasks to their literacy curriculum maps (daily).</p> <p>Teachers will receive training from Consultants/Administrators, Instructional Coaches and they will conduct daily observations to monitor teaching practices, student performance, and provide timely feedback to improve instructional outcome.</p> <p>Teachers will meet (monthly) with Instructional Coaches, consultants/administrators on how to utilize the Danielson Framework to improve their practice</p>	<p>Teachers k-5</p>	<p>Sept. 2015-June 2016</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Instructional Coach, teachers</p>
<p>Teachers will revise curriculum maps throughout the year (monthly), and embed tasks that will improve the student’s critical thinking skills and help to deepen their understanding of the content being taught.</p> <p>Teachers/paraprofessionals will receive bimonthly professional learning activities on how to</p>	<p>TC writing consultant</p> <p>Teachers k-5</p>	<p>Sept. 2015-June 2016</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Teachers</p> <p>Instructional Coach, Principal, Assistant Principal</p>

administer and analyze the results from the TCRWP Benchmark Assessment System Teacher will attend TCWRP instructional conferences to improve practice in Reading and in Writing.			
Teachers will administer running records every 4-6 weeks and assist students in setting reading goals based on the results of their assessment.	Teachers K-5	Sept. 2015- June 2016	Principal Assistant Principal Teachers
Peer collaborator and Instructional Coach will work alongside new and developing teachers to improve pedagogical practices in Domains 1 & 3 of the Danielson Framework.	New Teachers Developing Teachers	September 2015 - June 2016	Peer Collaborator

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Per session funding will be set aside for Teachers and educational assistants to participate in vertical and horizontal inquiry teams, create curriculum maps and pacing calendars. Substitute teachers and ATR's will be utilized to cover classes to provide opportunities for collaboration and planning, Educational assistants will be trained to administer running records and analyze data. The prep schedule will include common planning time for grade bands to plan and participate in vertical and horizontal inquiry. In addition one day/month special education teachers will have a common planning time to collaborate.											
Part 5b. 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	X	P/F Set-aside		21 st Century	X	C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

Part 6 – Progress Monitoring

Part 6a. 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 January 2016, 100% of teachers will participate in 1 inquiry cycle to collaboratively analyze student performance tasks to improve the average ELA proficiency rating to 2.09 and the average math proficiency to 2.0.
Part 6b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Summative Vision, 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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (RSCEP).	D
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	D
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	D
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the RSCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u> and <u>I</u>. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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. 		
<p>The Dorsey school leaders have been working diligently to improve the academic achievement of all students. School leaders have made significant changes in scheduling, professional development, data inquiry and the priority of the social emotional development of students. Morning Meetings are used as a resource to motivate students and staff to spend the day focusing on achieving goals by engage all students in learning and providing rigorous instruction. Teachers also have scheduled time weekly to collaborate in vertical teams to plan lessons and analyze student data.</p> <p>We will continue to work on our areas of need which include :</p> <ul style="list-style-type: none"> facilitating professional development opportunities to assist teachers with using accountable talk, effective questioning and discussion techniques and providing a safe and nurturing environment for students to learn. using protocols for looking at student data to drive instruction implementing common best practices that can be seen across the school <p>School leaders will develop a schedule to meet with teachers and will have a fully functional system in place which will be aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observations and track progress of teacher practices based on student data and feedback. Observation ratings for each</p>		

competency are tracked by cycles. ADVANCE data indicates that 80% of teachers have received effective in Student Engagement (3c) and Using assessment in instruction, (3d).

Part 2 – Summative Vision for Effective School Leadership

In a narrative, outline the Renewal Committee’s vision for this element, upon completion of the Renewal Program. Consider the following questions:

1. How will school leader articulate a shared vision and mission to the entire school community? How will the Principal ensure the CBO partnership is strong? How will the CBO partners collaborate with school staff to ensure that students’ academic and social-emotional needs are being met?
2. What kind of evidence based systems would a school leader put in place to ensure that the school and individuals continues to improve? What kind of supports? Who would he/she collaborate with? What would those collaborations look like?
3. How would the leader organize student and teacher programs to ensure students’ needs are met? Fiscal capital?
4. What approach would the school leader have to conducting observations? How would he/she ensure that teachers are provided accurate, timely, and actionable feedback coupled with the support to implement the feedback?
5. How will the school support a shared accountability? What systems will be developed to share academic, behavior, Social Emotional Learning (SEL), and attendance data with partners so that strategies can be created and assessed to support growth?
6. What and how will the leader delegate to assistant principals and the community school director?

The Principal will facilitate weekly staff meetings to articulate a shared vision and mission to the entire school community. The mission and vision of the school will be posted school wide and be used as a reference when making decisions. The Principal and CBO partners will meet weekly to discuss strategies to achieve academic, socio-emotional and attendance goals. The CBO partners will be invited to join school teams such PBIS, Care, attendance, beautification and inquiry.

The CBO Director, social worker and volunteers will be available to assist scholars, facilitate classroom discussions and activities to meet their socio-emotional needs. They will also schedule opportunities for staff to learn de-escalation techniques and management skills that will decrease classroom and lunchroom incidents. All of the aforementioned resources will ensure that the students’ academic and social-emotional needs are being met.

With the continued monitoring of OORS, ATS, Front Row, Imagine Learning, and Teachers College Reading and Writing Project (TCRWP) periodic assessments data will be evaluated and changes will be made, accordingly. The Principal will collaborate with other school/teacher leaders to ensure progress is being made. These collaborations will occur daily, weekly, and monthly (cabinet meeting, SLT meeting, paraprofessional meetings, PTA meetings, CBO meetings, etc.)

The school leader will organize the student and teacher program for daily instruction, ELT instruction, and after school enrichment. Teachers will collaborate with grade team members to schedule mandated Literacy , Math and Writing blocks. In addition, ELT will continue to focus on use ELT to implement Junior Great Books three days per week and Exemplars two days a week. The fiscal capital will be provided via renewal school funding.

The school leader will use daily schedules to conduct informal and formal observations. Teachers will receive actionable, accurate, and timely feedback verbally and/or in writing.

Making significant data transparent amongst staff and the CBO will provide optimal conditions in fostering a shared accountability. Daily informal/formal meetings and weekly meetings between school staff and the CBO staff will be held in order to share academic, behavioral, SEL and attendance data so that students can be provided the appropriate support. The sharing of data will allow the CBO to develop a strong academic program, and build a network of partners that share a commitment to providing equity of access for families most in need.

Principals will delegate to the assistant principal various roles for the maintenance of the entire school environment, such as, operational, supervisory, instructional, and safety. The Principal will ensure that the community school director is well versed in the systems and structures of the school as to best aid the children. They will work alongside the instructional staff, School Based Support team, attendance coordinator, and the PBIS committee.

Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016 school leaders will engage 100% of teachers in targeted and consistent professional development sessions facilitated by administrators and teacher leaders. Every session will be aligned to developing a common understanding of best practices for engaging students in rigorous instruction as measured by student data, teacher surveys, feedback from individual professional development sessions, informal and formal observations and ADVANCE ratings.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Based on Teacher exit surveys, from summation meetings, Professional Development schedule will be developed and PD will focus on building capacity for Questioning and Discussion techniques, rigorous instruction, data collection & analysis and utilizing data to plan next steps based on impact to student learning</p>	<p>Teachers in all subject areas</p>	<p>Sept. 2015- June 2016</p>	<p>Principals Assistant Principals & Teacher Leaders</p>
<p>Teachers will receive PD from teacher leaders and supervisors, focused on planning and preparation and designing coherent and rigorous instruction through cohesive lesson planning.</p>	<p>Teachers in all subject areas</p>	<p>Sept. 2015- June 2016</p>	<p>Principals Assistant Principals & Teacher Leaders</p>
<p>Data analysis meetings will focus on the analysis and use of administered assessments measured against a common rubric and/or CCLS.</p>	<p>Teachers in all subject areas</p>	<p>Sept. 2015- June 2016</p>	<p>Principals</p>

			Assistant Principals & Teacher Leaders
<p>Administrators will conduct frequent observations to monitor teacher practice and student performance and provide feedback to improve instructional outcomes.</p> <p>Inter-visitations will be scheduled to allow teachers to visit other colleagues who are modeling best practices using the Danielson’s Framework.</p> <p>Teacher leaders and administrators will participate in instructional rounds to evaluate the implementation and effectiveness of best practices and make recommendations for improvements.</p> <p>School leaders will invite parents to participate in grade specific curriculum meetings and/or workshops about student achievement and the implementation of the core programs in ELA and Math.</p>	Teachers in all subject areas	Sept. 2015- June 2016	Principals Assistant Principals & Teacher Leaders

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<p>Teachers leaders will facilitate inquiry meetings.</p> <p>Educational assistants and service providers will be used to implement AIS services including Leveled Literacy Intervention.</p> <p>Consultants will facilitate professional development to improve the facilitation of Core Knowledge, Junior Great Books, Expeditionary Learning and Exemplars.</p>											
Part 5b. 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		P/F Set-aside		21 st Century	X	C4E
	Title I 1003(a)		Title III	X	PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

Part 6 – Progress Monitoring

Part 6a. 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 January 2016, 80% of teachers will share a common understanding of best practices for engaging students in rigorous instruction as measured by classroom observations and teacher surveys.
Part 6b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Summative Vision, 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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	D
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	D
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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. <p>The school leaders will ensure that regular communication with students and families fosters their high expectations for student academic achievement. The Principal will coordinate a morning drop-off once a week where parents accompany their children to school and spend first period with them which, will be called "Open Access". This gives parents a chance to observe the beginning of our literacy or math block. In addition, we will offer various activities every month, (Muffins for Mom’s and Donuts for Dad’s Coffee time, Grandparents day, Breakfast with the Principal, Student of the Month/Perfect Attendance Assemblies, Community Meetings etc.), for our parents to participate in.</p> <p>The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning. For the 2015-16 school year, sufficient improvements in parent engagement will be made such as, more off site trips to increase parent bonding and give them ways to communicate with other parents in their community. The parent coordinator and CBO director will conduct surveys quarterly, to track progress, satisfaction, and to collect feedback to make adjustments to workshops and programs offered.</p> <p>The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success. P.S. 67 will provide training for College and Career readiness, adult classes (ESL & TASC), a parent research center, health and fitness activities, and counseling services (for both students and parents) both in-house and outsourced.</p>		

With the use of various technological resources (i.e. Front Rowed, Imagine Learning, MyON), parents will be able to track student progress in real-time by use of computerized logs. Having data readily accessible to parents will encourage dialogue amongst parents, students, and school community members centered on student learning and success and encourage and empowers families to understand and use data to advocate for appropriate support services for their children.

Parents will have the chance to be apart of the school community by coming in as volunteers in various areas. They will have the options of being classroom support to teachers, organizing class libraries, being a helpful eye on the playground, and managing the cleanliness of the student cafeteria. Parents will also, have the chance to speak at our monthly "Community Meeting". At the meeting we will take all questions, concerns and suggestion and turn key them to better improve our school community.

Part 2 – Summative Vision for Strong Family and Community Ties

In a narrative, outline the Renewal school’s vision for this element, upon completion of the Renewal Program.

Questions to consider:

1. Within the Community School model, how will families be welcomed into the school and made a part of the school community? What support will school safety officers and all staff be given to help create a welcoming environment?
2. How does the school provide support to families so that they understand and can take an active role in what their child is learning?
3. How would the school engage the community and families? How would they ensure that teachers are able to learn from families about the children being taught?
4. How do families partner with the school and CBO to support student success? Will there be dedicated space for families?
5. What adult education offerings can your school community provide to families?
6. How would families be able to access and understand student data and progress?

In order to make families feel welcomed and integrated into the school community, under the Community School model, P.S. 67 will host Family Support Services (social work services) and Parental Literacy Classes (ESL & TASC programs). School Safety officers and staff will be retrained on safety protocols , and given sensitivity training in order to establish a more hospitable and safe environment.

The Parent Coordinator will act as the liaison between the parents and the staff. Every Tuesday, all staff will use Parent engagement time to meet with or call parents to ensure updated information of student progress. These two things will be paramount in helping families to take an active role in what their children are learning.

The CBO director, Parent Coordinator, PTA, and school staff will collaborate monthly to support student success. Families are welcome to come to enjoy our school in the family room located on the first floor. The family room is also where we host parent meetings, workshops and parent teacher meetings.

Our school community will offer courses in computer literacy (i.e. typing and becoming familiar with the Microsoft Suite) in addition to our ESL and TASC classes.

Families will be able to access student data via Internet or hard copy when present at the school. In an effort to best understand data and progress, the Parent Coordinator and instructional staff will answer any questions families may have, to make the data as transparent as possible.

Part 3 – 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 consistent with

the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, there will be a 20% increase in the parent involvement in school activities as measured by sign in sheets and internal surveys.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Parent Coordinator and CBO staff will survey parents in order to determine if workshops are meeting their needs.</p>	<p>Parents</p>	<p>Sept. 2015 - June 2016</p>	<p>Parent Coordinator CBO director and AmeriCorp Volunteers</p>
<p>Family activities and workshops will be built into the monthly calendar and facilitated by various members of the school community.</p> <p>Parenting Center will be open daily for parents to visit the school. Families will partake in workshops, join discussion groups and activities. In addition, parents will be invited to informal gatherings to increase knowledge of current educational issues, such as Renewal School and Community School events. The workshops will be designed to increase parental involvement, such as, resume writing and career awareness. Adult Literacy program for both ESL and TASC/GED will meet twice weekly, in the Parenting Center. Weekly Correspondence will increase as well as, home-school connections regarding Parents’ Open House, Parent Teacher Conferences, and Parental Engagement afternoons.</p>	<p>Parents</p>	<p>Sept. 2015 - June 2016</p>	<p>Parent coordinator</p>
<p>The administration, teachers, parent coordinator, SLT, family worker and PA will meet to discuss ways to improve parental engagement.</p>	<p>Parents</p>	<p>Sept. 2015 - June 2016</p>	<p>Administration, Teachers, Parent coordinator, CBO director, Attendance Teacher, Guidance Counselor</p>

Attendance Team will meet bi-weekly to assess attendance rates and design attendance incentives. In addition, robo-calls will be made to monitor daily students' absenteeism. Attendance monitors will call students' home daily and reach out to parents to improve attendance for students with chronic absenteeism.			
PTA executive members will meet bi-weekly with administration to plan parent meetings, coordinate fund raising events and to share parent concerns, as well as, bring new ideas to increase parental involvement and to spruce up the school. PTA will provide funds for special events and support school uniform policy.	Parents	Sept. 2015 - June 2016	Principal, PTA president, CBO Director, Parent Coordinator

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Supplies will be purchased to give parents the resources need to participate in activities and workshops. Teachers, parents and community members will be utilized to facilitate workshops and trainings for parents. Community Based Organization will write grants to get additional funding for activities and workshops. AIDP funding will be set aside for attendance teacher salary. Attendance team will meet bi-weekly and alternate meeting days to ensure that all stakeholders will be present.											
Part 5b. 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	X	P/F Set-aside		21 st Century	X	C4E
	Title I 1003(a)		Title III	X	PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

Part 6 – Progress Monitoring

Part 6a. 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 January 2016, 70% of parents who complete the survey will indicate that they have participated in a school function, activity or workshop.
Part 6b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Expanded Learning Time (ELT) Program Description

Directions: Expanded Learning Time (ELT) activities are directly aligned to the elements of the Framework for Great Schools, Rigorous Instruction, Supportive Environments, and Strong Family and Community Ties. ELT provides enriching educational experiences that happen outside of the traditional school day and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Effective ELT models will blend school staff with community partners, and will provide a balanced curriculum that can include ELA, math, STEM, arts, physical activity, and leadership development. Complete the sections on this page to demonstrate how the school will meet these requirements.

Part 1 – ELT Program Goal(s)

Describe the summative goal(s) of the ELT program for the 2015-2016 school year. Be sure to construct the goal to be SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> ealistic, and <u>T</u> ime-bound.
By June 2015 100% of students will participate in ELT one hour per day 5 days per week. ELT will focus on increasing the use of accountable talk through the use of Junior Great Books three days a week and Exemplars two days per week.

Part 2 – ELT Program Type

Is the ELT program voluntary or compulsory?		Voluntary	X	Compulsory
If the ELT program is voluntary, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.				

Part 3 – ELT Program Description

Target Population: The ELT program for a Renewal School will be offered to all students in the school.
Describe how the school will meet the following SED requirements for an ELT program: How will the school integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging? How will CBO staff and the school’s teachers be integrated to provide a seamless learning day?
<ul style="list-style-type: none"> • Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation. • Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting. • What new content areas and opportunities will be offered to students? • Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art. • Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area. • How will community educators receive professional development? Are there plans to provide joint PD to school faculty and community partner staff? • How will outreach be made to families?

Junior Great Books, which will be used three times per week, uses the shared inquiry approach which enables children to explore the ideas, meaning and information found in text. Teachers will engage scholars in discussions that will empower them to think, listen and respond to questions and answers from others in their discussion groups. This program will be used three days per week.

Exemplars, which will be used twice a week, is a mathematics program which provides teachers the guidance to teach and assess problem solving and communication skills. The program uses open ended problems to engage students and help them to develop critical thinking and reasoning skills to solve real-world problems.

In an effort to meet the needs of all students, children in grades K - 2 will participate in art based activities focused around literacy. In addition, all grades will use the MyOn Digital Library during ELT. The MyOn Digital Library is a digital literacy program which provides students with a variety of literature based on their own interests and reading ability and provides writing to enhance their experience. MyOn Digital Library tracks students reading activity and growth and provides teachers with actionable data to improve instruction.

ELT will also be a time Partnership With Children will address social and emotional needs of students through individual counseling and therapeutic group work. When an after school program is in place the CSD and Parent Coordinator will work together to ensure that after school and school day form a smooth and supportive continuum.

Professional development opportunities will be provided on Monday afternoons and during lunch and learns. In addition, we will use Chancellor's conference days to provide target professional development opportunities for all staff including community partner staff.

Our commitment to informing families of the opportunities that we offer include sending home monthly school calendars, classroom newsletters and facilitating workshops lead by school and community partner staff. Families also receive automated phone calls, personalized phone calls from school and community partner staff.

Part 4 – ELT Program Implementation and Oversight

Part 4a. Who will implement the ELT program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.
3. Explain how you will evaluate the program to assess impact on student achievement.

Classroom teachers will implement the ELT program for ELA, Mathematics, Arts and the MyOn Digital program. Educational assistants will assist by working in small groups to provide targeted intervention.

Principal will oversee the ELT period each day and in conjunction with CBO partner, Partnership with Children, who will provide Social Emotional Learning for children in need of social-emotional support.

Program evaluation will be on going with weekly, bi-weekly and monthly assessments. Teachers will use Reading/Math journals, teacher's observations/checklist and on-line student assessments to measure the impact of instruction and social emotional development .

Part 4b. Timeline for implementation and completion, including start and end dates.

During the school year 2015-2016, students will take part in an one hour ELT program from 2:20PM until 3:20 PM, Monday –Friday.

Part 5 – ELT Budget and Resource Alignment

Part 5a. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

Funding needs to be set aside for pro-rata payment for teachers and per session payment for paraprofessionals who will work daily. Professional development will be offered on Monday afternoons and during Chancellors conference days. Funds will also be needed to pay teacher per session for planning, analyzing data, Saturday professional development sessions and after school programs. In addition, funding is also needed to purchase Junior Great Books and Exemplars math program and provide on-site professional development for staff. Partnership with Children will fund City Lore and BAM programs for each semester.

Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support the ELT Program.

Note: If the program is funded by 21st Century Community Center Learning Funds, it must be offered in conjunction with a high quality, high capacity community partner.

X	21 st Century		Tax Levy		Title I SWP	X	Title I TA	X	P/F Set-aside		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant	X	School Success Grant		Other

Part 6 – ELT Progress Monitoring

Part 6a. 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 January 2016 50% of students will show growth in the use of accountable talk as measured by rubrics, teacher observations and unit assessments.

Part 6b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 7: Community School Description

Directions: The Community School program is directly aligned to the Framework for Great Schools element – Strong Family and Community Ties.

Part 1 – The Community School Program Goal(s)

Indicate the summative goal(s) of the Community School program for the 2015-16 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

The Community school team will work collaboratively with school staff to ensure that wraparound resources and services are provided in the school day and beyond to meet the needs of students and families in order to support increased learning, health and well-being in the community.

Part 2 – Community School Program Description

Part 2a. Identify the target population(s) to be served by the Community School program and the scope of the services provided.

The targeted population will be all students from grades Pre-K-5 and will include parents to help students succeed in school, society and life.

Part 2b. Describe how the school will meet the NYCDOE requirements for a Community School in the School Renewal program.

1. Renewal Schools are expected to pair with a community-based partner organization (CBO) and together with members of the School Leadership Team, hire a Community School Director. The Director will lead implementation of the needs and asset assessment, and other critically important coordinating activities. Indicate how you will leverage this aspect of the work.
2. Renewal Schools are expected to personalize the needs of all students, through strategic programming and services, as determined by the needs and asset assessment, and must also offer Expanded Learning Time (ELT) and mental health programming. Indicate how you will implement this work, and describe other programming you anticipate to be in place to strengthen this initiative.
3. Renewal Schools are expected to emerge as Partnership Schools, which are places where parents and families feel welcome, attend parent-teacher conferences, participate in the conversation and decision-making around the renewal of their schools, and have many opportunities to advocate for their children. Monthly Forums engaging families and community stakeholders will be a critical part of this parent engagement strategy. Describe how you will implement this aspect of the work.
4. Renewal School Principals are expected to meet on a weekly basis with their Community School Director, select Assistant Principals, key staff, and other CBOs, to analyze trends in data and case manage individual students. Data tools and training will be available for schools to use. Indicate how you will implement this aspect of the work.

Renewal Schools Principal and Assistant Principals will meet weekly with Community School Director and the Director of Renewal Schools to coordinate and assist in the delivery of state of the art professional development services to enhance what teachers and para-professionals are already doing and to analyze data to track trends and improve upon successes. Highly qualified, experienced and interpersonal personnel will allow for practical and useful information sharing that will be immediately turn keyed to teachers in the regular day programs.

Programming will be driven by data collected and analyzed to assess student needs. It will also include in school programming as well as parent education and whole family programs.

Programming decisions will be based on ongoing needs assessments from families, staff and teachers and will be geared towards creating long lasting, well supported and integrated support structures for children and their families.

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Part 3 – Community School Program Implementation and Oversight

Part 3a. Who will implement the Community School program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the Community School program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured with the Community Based Organization (CBO).
3. Explain how you will evaluate the program to assess its impact on student achievement.

The administration, full time LCSW's, CBO director, PTA president, Parent Coordinator, and teachers will be responsible for implementing and overseeing the Community School program. ELT time will be coordinated according to the needs of individual classes with time for extra instruction, enrichment and social emotional support.

The program will be evaluated based on parent surveys, annual goal setting, ATS and OORS statistics, and periodic academic assessments.

Part 3b. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the Community School program.

Social workers, fitness/wellness trainers, community coordinators, health and mental health directors, teachers, paraprofessionals, school leaders, per-session and per diem funding (Renewal School funding) will all be needed to implement the program. The ELT will be added to the conclusion of each school day.

Part 3c. Timeline for implementation and completion, including start and end dates.

The implementation of schedule planning and programming will begin on August 24, 2015 .

The implementation date for children will begin September 8th , 2015, and the end date will be June 24th , 2016.

Section 8: 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 at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Student assessments such as running records, miscue analysis, on-demand writing and results of periodic assessments are reviewed and analyzed to determine ELA intervention services required to ensure students who are not performing at proficiency levels receive AIS in a timely and effective manner.	ELA Academic Intervention Services are provided during small group instruction with guided reading programs: Leveled Literacy Intervention Grades K-5	ELA academic intervention services are provided one-to-one and during small group instruction such as guided reading and writing groups	The Literacy Block includes an AIS period (45 minutes) scheduled Monday-Friday when a specialist teacher or educational assistants pushes-in and provides additional guided instruction to small groups. In addition, specialists have scheduled time periods to provide literacy instruction with the program Leveled Literacy Intervention to small groups in Kindergarten-Grade 5.
Mathematics	Criteria for identifying students to receive academic intervention services in Mathematics is determined by reviewing end of modules assessment results, exit slips, etc.	Students receive intervention during Guided Math instruction delivered by classroom teacher.	Mathematics intervention services are provided one-to-one and in small groups when teachers provide differentiated instruction during Mathematics instructional block.	Intervention services are provided during one-to-one conferences and small group instruction
Science	Criteria for identifying students to receive academic intervention services in Science is determined by reviewing end of unit	Science academic intervention services are provided to students during small group instruction guided by	Science intervention services are provided one-to-one and in small groups when teachers provide differentiated	Intervention services are provided during conferences and small group instruction.

	assessment results, exit slips, project comments, etc.	classroom teacher using materials and resources provided by FOSS and Fusion instructional resources.	instruction during science	
Social Studies	Criteria for identifying students to receive academic intervention services in Social Studies is determined by reviewing end of unit assessment results, exit slips, project comments, etc.	Social Studies academic intervention services are provided to students during small group instruction guided by classroom teacher using instructional materials and resources (e.g., multi-media, web-sites, text, etc.) that support concept and/or themes	Social Studies academic intervention services are provided to students during small group instruction guided by classroom teacher using instructional materials and resources (e.g., multi-media, web-sites, text, etc.) that support concept and/or themes	Intervention services are provided during conferences and small group instruction
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Criteria for determining At-risk services are teacher/administration referrals, crisis or emergency support, additional socialization or transition support identified, mediation and conflict resolution support identified.	One-to-one and small group guidance and counseling sessions	One-to-one and small group guidance and counseling sessions.	Group guidance and counseling sessions are scheduled once a week or as needed

Section 9: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
To recruit highly qualified staff, we will consult with former network affiliates, consultants and staff for referrals of teachers that hold the appropriate license for the vacancy. For teachers that are not highly qualified, we will offer support (e.g., opportunities to enroll in coursework, funding sources, etc.) for him/her to fulfill the requirements for the license area, In order to retain our highly qualified teachers, we will offer ongoing professional development to move their teaching practice and offer opportunities for teacher leadership meetings (e.g., grade leaders, planning and facilitating professional development sessions, family workshops, etc.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
All teachers, administration, paraprofessionals and staff are afforded the opportunity to attend professional development in their specialized areas, as well as, areas where they need improvement. Professional Development will be provided for all teachers in the areas of Mathematics and Literacy by Pearson Reading consultants. In addition to the professional development provided, our teachers will be supported by their grade leaders and have the opportunity to collaborate with grade colleagues during their common preparation period (daily). New teachers will be supported by an in-house mentor and they will meet a minimum of two periods per week (during school and after-school).

Part 3: TA Schools Only

3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
N/A

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).
--

N/A

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/information, early intervention services, etc.).

Pre-Kindergarten teachers will align their curriculum to the CCLS. In addition, they will collaborate and work closely with Kindergarten teachers when planning units and modules. Our Pre-K staff (teachers and paraprofessionals) will participate in all school-wide professional development sessions and school-wide events. Grade meetings will be conducted to analyze student data and identify additional supports to address student needs. Monthly workshops on Early Childhood development and related topics will be offered to ensure parental engagement activities are maintained and that parents are informed on Early Childhood program events.

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.

Administrators and teachers will meet to discuss and review the menu of ESI-R periodic assessments and Work Sampling aligned to the curriculum and then select that which will be administered to the students at each respective grade level. Grade level meetings and professional development sessions are conducted prior to the administration of the assessments to review administration protocols, scoring and interpretation of assessment results.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	286,532.00	X	16, 19, 23, 27, 31
Title I School Improvement 1003(a)	Federal		X	
Title I Priority and Focus School Improvement Funds	Federal	54,666	X	16, 19, 23, 27, 31, 33

Title II, Part A	Federal	83,557.00	X	
Title III, Part A	Federal	0	X	
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,531,572.00	X	16, 19, 23, 27, 31, 33

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/RSCEP.
- **Title I Priority and Focus School Improvement Funding:** To 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.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **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, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 10: 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 RSCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[Charles A. Dorsey P.S. 67]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[Charles A. Dorsey P.S. 67]** will support parents and families of Title I students by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

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

School-Parent Compact (SPC) Template

[Charles A. Dorsey P.S. 67] , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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 (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Charles a Dorsey	DBN: 13K067
Cluster Leader: Christopher Groll	Network Leader: Lucius Young
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: _____
Total # of ELLs to be served: 30 Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 14 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 14
Describe the direct instruction supplemental program here and include the <ul style="list-style-type: none"> • rationale • subgroups and grade levels of students to be served • schedule and duration • language of instruction • # and types of certified teachers • types of materials
Begin description here: All ELLs and former ELLs in grades 3-5 will participate in the Saturday academy as a means to prepare for the ELA and Math tests. Sessions will begin December 1, 2012 and end April 13, 2013. Six teachers and one educational assistant will provide instruction in English. Teachers providing

Part B: Direct Instruction Supplemental Program Information

instruction have a bilingual and or common branch license. Materials used for instruction include Bridging the Gap in Mathematics, Coach, Reading Extensions, computer Imagine Learning English, and Study Island.

All Ells will be provided with a license from the Imagine Learning English technology program. Studnets will use the program 3 -4 times a week. Students from kindergarten to grade 2 will use the program for 15 - 20 minutes per session and grades 3-5 for 30 minutes per session. The program provides instruction for new-comers in their native language eventually transferring instruction to English only.

Part C: Professional Development

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

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

Begin description here: In order for our Ells to receive rigorous instruction and appropriate instructional support, the Ell teacher and teachers servicing Ells will attend workshops and study groups being offered by the UFT, Teachers' College, and the Office of English Language Learners. All teachers will participate in monthly professional development sessions provided by Ms. Adkins, the Ell teacher. The teachers will work together to plan/design the curriculum topics and develop the instructional activities that best meet the needs of our Ells and former Ells participating in the Saturday Academy and SETSS programs. Training will be made available to all staff who provide services to our Ell population. This training will be a per-session activity held at the school once a month. Teachers will have opportunities to read and discuss current research, share best practices and materials, review NYS-ESL and Common Core standards, and instructional strategies. Topics to be covered include, but are not limited to, Ell and Special Education testing modifications, Ell identification process, LAB-R eligibility, the NYSESLAT, best practices for Ells to meet or exceed grade level standards, curriculum mapping, using data to drive and differentiate instruction, language acquisition stages, instructional strategies for newcomers, long-term and former Ells, and using data to prepare for the 2013-2014 school year.

The Title III ESL teacher and all classroom teacher will participate in training sessions provided by the Imagine Learning Support and Training Specialist. Topics to be covered are technology in the classroom, literacy, and second language acquisition.

Part D: Parental Engagement Activities

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

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

Begin description here: In addition to mandated activities, such as parent orientations, parents are also invited to participate in the Native Language reading activities, such as story telling, in order to maximize support in language, literacy, and culture for our Ell population. All parents of Ells are invited to workshops facilitated by the Parent Coordinator, Ms. Lloyd. Such workshops include, but are not limited to, ARIS training, Common Core Learning Standards, classroom and State Assessments including the

Part D: Parental Engagement Activities

NYSESLAT, and the Teachers' College curriculum. Interpretors will be provided for all parents. Parents will be notified by letters in their native language, phone calls, and/or in person.

Part E: Budget

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

Allocation Amount: \$ _____

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 13	Borough Brooklyn	School Number 067
School Name The Charles A. Dorsey		

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Kyesha Jackson	Assistant Principal Ozella Winston-Prosper
Coach N/A	Coach N/A
ENL (English as a New Language)/Bilingual Teacher Michelle MorrisFoster	School Counselor Noemi Tolchinsky
Teacher/Subject Area I. Tapia/SETTS	Parent type here
Teacher/Subject Area	Parent Coordinator Darren Graham
Related-Service Provider Navarro	Borough Field Support Center Staff Member C. Holmes
Superintendent Barbara Freeman	Other (Name and Title) type here

C. Teacher Qualifications

Provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (excluding pre-K)	211	Total number of ELLs	20	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>
	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	20	Newcomers (ELLs receiving service 0-3 years)	19	ELL Students with Disabilities	2
SIFE	1	Developing ELLs (ELLs receiving service 4-6 years)	1	Long-Term (ELLs receiving service 7 or more years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	19	1	2	1						0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only	
Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____

Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	2	2	1	4									0
Chinese														0
Russian														0
Bengali		1	1			1								0
Urdu														0
Arabic				1										0
Haitian					1									0
French					1									0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other Mandarin			2	1	1									0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	0	2	5	2	6	1								0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)	1	1												0
Expanding (Advanced)				1	1									0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0										0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	3				0
5	1				0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4	4								0
5			1						0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4					1				0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test			1					

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 P.S. 67 uses NYS Performance Tasks as a baseline assessment, running records, Fountas and Pinnell for intervention, TCRWP and Foundations baseline assessments to assess the early literacy skills of our ELLs. These assessments evaluates students' skill levels in phonemic awareness, sight words and reading levels. This data will be used to help inform our schools instructional plan by providing information about students instructional levels and independent reading level to guide differentiate instruction and set goals. Based on the data 62% of our ELLs are performing below standards. We will use this information to provide additional supports through foundations and Fountas and Pinnell (LLI)
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 NYSITELL and NYSESLAT data reveals that beginner and intermediate ELL's are consistently scoring below standards in reading and writing, while there has been some gains in listening and speaking. The results of the data are analyzed to determine if students are making significant progress in areas of deficiency and at what percentage rate. This information is used to further inform instruction, make adjustments to curriculum and lesson plans and to guide conferences with ELL's.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Paste response to question here:
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
 a. ELL's who test in their native language do not out perform students who test in English only. ELL's are provided with opportunity to use bilingual glossaries to provide one to one translation of words and to give responses in their native language on all exams. Administrators and teachers utilize demographic and performance data to meet the programatic needs of our schools ELL population. Teachers use data from interim and annual assessments to monitor progress and plan instruction.

- b. The ELL Periodic Assessments serve as a guide to prepare students for the NYSESLAT. As a school, we look at student achievement and failure across the four modalities of English. The ENL teacher uses this information to guide lesson planning and grouping of students. ESL students are also monitored closely for reading levels and reading comprehension using the Fountal and Pinnell text leveling system, as this is a good indicator of student progress and growth in terms of English language acquisition.
- c. The Periodic Assessments give us a good idea of how ELL's will perform on the NYSESLAT. As a school, we are able to revisit our goals, revise our plans, review concepts and focus on skills where student achievement is lacking. Since our school has a small population of ELLs and the Periodic Assessments are optional, we do not use them every year. Our ELLs are closely monitored using informal assessments throughout the year and the Periodic Assessments are used strategically as an additional evaluation tool.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).] The school uses data to guide instruction for ELL's in grades k-5 within the RTI framework. Students receive additional support in literacy and data is collected to determine if students are benefiting from the instructional program. Students who do not demonstrate improvement are provided with other instructional models, and or other strategies of support.
6. How do you make sure that a student's new language development is considered in instructional decisions? All teachers will receive ELL exam history, have access to IEPs and modality levels from the NYSESLAT. This will give them the data needed to determine supports needed and plan for appropriate instructional strategies. A variety of print, visual and digital resources are used to further develop English proficiency and provide native language support. The students culture is used as a tool to connect to the students prior knowledge and encourage immersion into the language.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?
- Not Applicable
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs). We evaluate the success of our ENL program for ELL's through information from assessment data from NYSITELL, NYSESLAT, NYS Exams. We have also found that student portfolios are useful in evaluating ELL's performance along with meeting AYP's and IEP goals.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

- Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
During registration, the community associate, attendance coordinator, ESL Teacher/Coordinator (or other qualified pedagogy) The parents are then offered a Home Language Identification Survey (HLIS) in their native language. If the HLIS is not available in the home language, the Department of Education's Translation and Interpretation Unit is contacted to provide interpretation services. An informal interview will be conducted by a qualified pedagogue with the parent/guardian and student to assess home language and English Language proficiency. While we have several pedagogues that speak Spanish, we will utilize T&I unit if necessary. If the HLIS or interview indicates that a language other than English is the home language, the student is then assessed within 10 days of enrollment to establish the student's English language proficiency level. Students who score below proficient are eligible for mandated ESL services. Students whose home language is Spanish and score below proficiency are administered the Spanish LAB by John Rondon, a licensed pedagogue, to determine language dominance. Students who score as beginner, intermediate, or advanced are eligible for ESL services. Students who score proficient are not entitled.
- Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
Based on information obtained during the enrollment process and the HLIS, within 30 days of enrollment, students will be given LENS/SIFE questionnaire and asked to complete an assignment if applicable if it is determined that there has been inconsistencies in formal education. Based on the responses from the questionnaire and student work assignment, students will be identified as SIFE and provided with the appropriate supports and interventions.
- Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

If newly enrolled students come in with IEP's (from the U.S.), the LPT will determine if the student should also be receiving ELL services based on the mandates of their IEP. The LPT at P.S. 67 consists of the Asst. Principal, ELL Teacher/Coordinator, Guidance Counselor, School Psychologist and Parent Coordinator.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
ESL Teacher sends out entitlement and non-entitlement letters at the completion of the assessments and after receiving the scores.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section).
Parents are informed of their rights during an ELL parent orientation and this information is also shared through the parent selection survey. The letters will be sent out and information will be translated in the parents preferred language that was indicated on the HLIS. The re-identification of ELL process includes written request from parent to principal and a review of the ELL status by the Principal and the ENL teacher. All notifications and relevant documents are kept in the students' cumulative records.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
In efforts to ensure that all parents are informed of their rights and the availability of programs to support ELLs Ms. M. Foster, ENL teacher, Ms. I. Tapia, SETTS teacher, and Mr. D. Graham, Parent Coordinator plan periodic Parent Orientations throughout the school year. During the late spring a Parent Orientations for Pre-K and student who are moving up to Kindergarten students to ensure that parents understand their three options regarding the program choices. Additional orientations are done one-on-one as students on grades K-5 are enrolled. Parents and guardians of newly enrolled ELL's are invited to attend the orientations through a letter and reminder flyer sent home from the school. During the orientation, parents are informed of the different ELL programs that are available. Parents receive materials about ELL programs in their home language, and ask questions about ELL services (with assistance from a translator, if necessary). At the end of each orientation, school staff collects the Parent Survey and Program Selection Form, which indicate the program that the parent has requested for his/her child. As new ELL students enroll in school throughout the year, individual Parent Orientations are held as needed. Parents must be given an orientation within the first 10 days of a students enrollment. If a parent cannot attend an orientation and complete the accompanying parent survey and program choice documents, the student is placed in a bilingual program by default.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
The ESL teacher creates a roster of all students who require surveys and letters and the letters are prepared in the language of choice as indicated by parents on the HLIS. The teacher retains a copy of the letter and distributes letters addressed to parent/guardians to each child which is then backpacked home. The teacher keeps record of when this letter was sent home and also when it was returned. In addition the classroom teacher is asked to alert the parent that the letter is in the bookbag. At the parent orientation, parents are assisted with filling out the Survey.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
The ESL teacher keeps a roster of all surveys distributed, date of distribution and date of return. If forms have not returned, families are contacted via phone and/or mail if needed.
9. Describe how your school ensures that placement parent notification letters are distributed.
Notification letters (in parents preferred language) are sent home in students backpacks and also mailed to each students home.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Ms. M. Foster, ENL teacher maintains a file for each student that is entitled to receive services which includes all data and biographical information any and all parent communications in room 255. The following personnel will have access to the documentation Ms. M. Foster, ENL teacher, Ms. N. Tolchinsky, Principal K. Jackson and Assistant Principal O. Prosper.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The RLER and RLAT reports in ATS indicate names of students to be tested with the NYSESLAT. The assistant principal, Ms. O. Prosper, and ENL teacher, Ms. M. Foster are responsible for the administration of this test. ELLs are first administered the Speaking section of the NYSESLAT individually, as per the testing window and state testing requirements. Students are then tested by grade bands for the remaining sections of the test (Listening, Reading and Writing). The Assistant Principal and ENL teacher create a testing schedule before the administration of the NYSESLAT and determine the dates to administer make-ups. The administering of make-ups to students are conducted as needed in accordance to the NYS testing calendar. Therefore, a procedure is in place to ensure that all four components of the NYSESLAT are administered.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Notification letters are sent home in students backpacks and also mailed to each students home. Phone calls will also be made if necessary.

13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Ms. M. Foster, ENL teacher and Ms. O. Prosper, assistant principal, monitor the trends in parent choice for English language learners. The trend in program choice at P.S.67 is the selection of the ENL program. Data shows that parents of 20 ELLs chose Freestanding ENL services. Therefore, 20 students were given their first choice of ENL as the program of choice. No parents selected TBE classes or Dual Language as the program of choice. Our program model, ENL Freestanding, is aligned with our parents' requests.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
P.S. 67 offers a freestanding ENL program for ELLS in grades K - 5. Instruction is delivered in English, with native language support using the push in model for our intermediate and advanced level ELLs and pullout for our newcomers and beginners. The program is designed to service students using an ungraded model not to expand 2 grade levels. Student may be grouped heterogeneously taking into consideration the varied degrees of literacy in ELLS first language, the disparity in skills and student needs.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
The ENL teacher ensures that mandated minutes are met in each instructional program. In the ENL Program, English Language Learners (ELLs) from kindergarten to grade five are grouped according to their level of English language proficiency and grade level. Entering (Beginner) and Emerging (Lower Intermediate) ELL's receive 360 minutes or 2 units of support each week. Transitioning (Intermediate) and Expanding (Advanced) ELLs receive 180 minutes or 1 unit of support each week. Commanding (Proficient) ELLs must continue to receive services for 2 years and the required 90 minutes of instruction each week. Home language arts support is offered through various activities including a multilingual library, bilingual books and our technology program, 'Imagine Learning English', which instructs students in their native language.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
Core content at P.S. 67 is delivered through a combination of approaches and methods including CALLA and SIOP model. Content area instruction is designed to reinforce lessons and provide support that strengthen skills that are being developed and mastered in the classroom. The ENL teacher works in conjunction with classroom teacher to support and foster critical thinking and language development. Strategies are consistent and appropriate according to ELLs language proficiency in order to promote ELLS engagement in learning tasks that require complex thinking, This approach allows our ELLS to engage in accountable talk, increase their level of participation, develop their cognitive academic language porficiency and build linguistic competence. Scaffolding techniques such as modeling, contextualization, text representation, front loading vocabulary and the development of ELLs metacognitive ability, are used as a bridge for language and content learning to achieve the Common Core Learning Standards.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

All ELLs are offered the opportunity to take exams exclusively in their native language or have the native language version available as a supplement to the English version.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Appropriate and reliable assessment are used to evaluate students in reading, writing, listening and speaking throughout the year. NYSESLAT samplers, periodic assessment, and classroom informal assessments are used weekly throughout the school year to monitor growth and develop next steps to be implemented. Students are also assessed using the Teacher's College Reading and Writing Project benchmark books for running records in reading. Test Prep books for the NYSESLAT also provide assessments for each modality in isolation.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

Differentiated instructional plans are in place for each of the ELL subgroups. All ELLs receive small group instruction, RTI and are required to participate in Extended Learning Time. SIFE students are supported by teaching foundational literacy so students will be able to use text as a resource to learn. In addition, a balanced literacy approach will aid in building academic language skills and conceptual knowledge across content areas. For Newcomers, in addition to supporting their academic growth and language acquisition, we assist in the transition to the American school system and culture. Developing students will continue to receive the support and skill sets that learners need to meet learning standards with such models as SIOP and CALLA. Long term ELLs need language support and will be receive this through vocabulary instruction, alternate reading text and scaffold writing activities. Former ELLs may be targeted at-risk by the RTI team and would receive additional services that include peer support, small group instruction, Tier II or Tier III intervention if deemed necessary. This support will continue for two years after exiting ELL status as per CR Part 154.2 .

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

The principal will consult with the ENL teacher, the parent/guardian, and the student to during the initial identification process. If the principal, based on the recommendation of ENL and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the school will provide additional support services. If it is determined by the Principal during the re-identification process, final notification must be sent to in the parent's preferred language within 10 days.

8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

All ELL-SWDs are serviced according to the goals set forth in their IEP. Depending on the students individual needs, services offered range from Special Education Teacher Support Services (SETSS), speech or full-time placement on a self-contained special education class with ENL services. Instructional strategies include scaffolding techniques such as modeling, front loading for vocabulary development and text representation. Additional supports are also available to all ELL's through the Imagine Learning computer based program. Instruction is differentiated, students are grouped according to their language and academic needs in accordance with their IEP goals. All teachers and educational assistants receive access to IEP's so that they can ensure that each student is receiving the services they are mandated for. At the present time we do not have any ELL students with IEP's that is mandated for bilingual instruction, however, we have systems and a team in place that will address those needs if a student enrolls with those specific needs. The team includes the ENL teacher, assistant principal, SETSS teacher, Psychologist and Guidance Counselor.

9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Our school S.I.T. team consisting of the following school personnel teachers, social workers, school psychologists, nurses, speech, occupational and physical therapists meets biweekly to ensure that students receive the required services in the least restrictive environment. Curriculum, instruction, and scheduling will be adjusted, if necessary, to meet the needs of such students. The students' IEP is the guiding document for such a process. Students in regular and special education are not segregated and students with disabilities would be fully integrated into the school community through flexible scheduling. Our goal would be to keep the student in the least restrictive environment and to make this student feel as welcome and comfortable in our school as possible, while meeting their academic needs.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

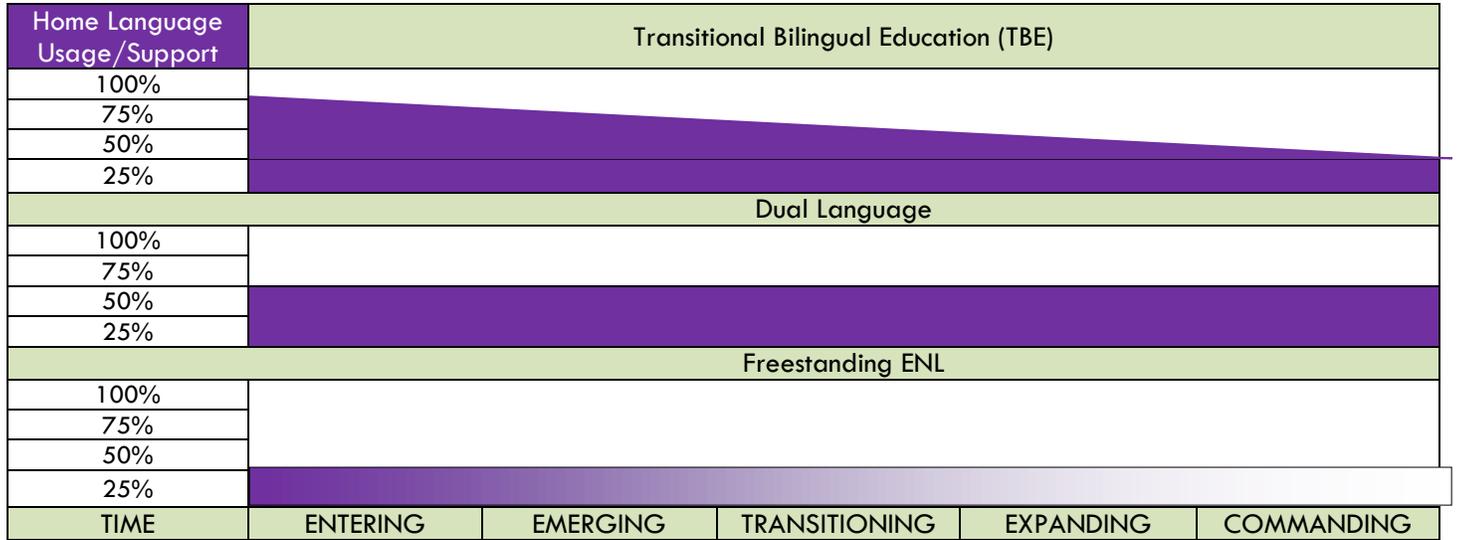


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
All intervention services are provided in English and the ENL and RTI support personnel collect assessment data from ATS, DIBELS, student portfolio and performance task assessments to monitor student progress and academic growth in each content area. ELL's targeted for intervention may receive tier I, II, or III intervention. P.S. 67 currently uses Leveled Literacy Intervention (Fountas & Pinnell) along with MyOn for ELA intervention with our ELLs. We do not currently have any data from this intervention programs as it has just been implemented. For Math, Science and Social Studies, we are not currently using a specific or targeted intervention program, however ELLs do receive additional support in these content areas as needed through a collaboration with the ENL teacher and classroom teacher.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Classrooms teachers are provided a list of ELL's in their class and the ESL teacher attends grade meetings and is involved in planning sessions. Evidence of effectiveness is reflected in student growth across the four modalities of the English language as measured on both formal and informal assessments. The data is reviewed every six weeks.
12. What new programs or improvements will be considered for the upcoming school year?
All students are required to attend one hour of Expanded Learning Time as well as will receive explicit instruction in literacy and mathematics. Students in grades K - 2 will use Foundations to improve literacy skills.
13. What programs/services for ELLs will be discontinued and why?
We are not discontinuing any services at this time.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Expanded Learning Time is mandated for all student. They also receive the same services offered to our non-ELL students including RTI and all other intervention services offered.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
All teachers of ELLs are encouraged to have a cognates and or picturework wall. Teachers use the ELL Language support and auditory small group lessons from GoMath. We purchased the MyOn program which allows ELLs to have digital text read aloud. All ELLs have access to iPads in their classrooms. Translation programs have been set on the iPad for students to use as needed.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Student's home language is recognized and valued in the ENL model, however they are encouraged and supported to use their emerging and developing English Language skills.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Mandates are reviewed and implemented on an ongoing basis to ensure that students are receiving all required services, supports and resources that they are entitled to.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
When new ELLs enroll at our school before the beginning of the school year and throughout, Students and their families meet with key staff (when possible) that will work closely with them during and throughout the transitioning process. These school staff may include, an administrator, the ELL Teacher/coordinator, bilingual social worker, parent coordinator and community associate. The "enrollement team" will ensure that each new student and their parents receive all documents and school information as well as provide answers to any questions that they may have. Translation/Interpretation services will be provided as needed in an effort to make each new family feel welcome at our school. Parents will be informed of school culture, services and overall expectations for both themselves and their child. The parent coordinator(with language assistance if necessary) will also inform parents of pertinent information and how to access services.
19. What language electives are offered to ELLs?
Not applicable
20. For schools with dual language programs:
- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - In which language(s) is each core content area taught?
 - How is each language separated for instruction?
 - Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Not applicable

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
ELL personnel will attend and participate in a variety of professional development activities throughout the school year and summer. The activities will include but is not limited to district wide, borough wide and citywide workshops/trainings. All pedagogical staff participates in professional development several times a month. The ENL Teacher participates in trainings offered to school staff across all subject areas to stay abreast of changes to the curriculum and grade level benchmarks. The ENL teacher is also supported by workshops through the Department of Educations Office of English Language Learners (OELL). These workshops support the ENL teacher in all facets of instruction from data analysis to designing curriculum. Workshop/training topics include Providing Instructional Support to ELLs with Special Needs, Grant Writing for ELL & Bilingual Programs, CR Part 154, Common Core for ELLs, Title 111 & AMAO Training,
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
ELL teachers will take part in professional development activities given in the building along with other classroom teachers that provide technical and content based support. Some of the professional development activities include Math Common Core Standards, staff meetings, and ELA program training aligned with state standards. Teachers will have the opportunity to gain additional strategies that will support delivering instruction that is Common Core-aligned.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
There is funding allocated for translation services to assist staff in transitioning students to middle school. The translation services assist not only the students, but the families in understanding the application and placement process. In addition, staff is allowed to plan and attend middle school visits to expose students to their options.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
ENL/ELL teacher will attend professional development opportunities on an ongoing basis throughout the year to meet the minimum 50% requirement. ELL teacher will turnkey several of the PD's to other teachers in the school as well as other PD's as requested by the Principal in order to meet the 15% requirement for all teachers. An agenda and presentation materials will be kept on file according to topic and school year for both on and off site PD's along with staff attendance and feedback forms. Some of the topics to be covered will include Working with ELLs with Special Needs, Translation and Interpretation Services & Procedures, and Instructional Strategies.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Annual individual meetings with parents of ELLs will take place in the late spring to discuss the goals of the program, students progress with proficiency and planned support for further development. The meeting will include the ELL teacher along with other staff needed to inform parents of students development in all areas. Provisions will be in place before hand to accommodate parents that will need interpretation and/or translation.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

Parents of ELLs will be contacted and notified via phone calls and letters home regarding annual meetings. Meetings will be conducted in a forum that takes into consideration the needs and availability of the parents. While in person meetings are preferred, special accommodations will be made if needed for those families that are unable to attend during school and/or designated meeting hours. Ms. Foster, ENL teacher will record all communication and outreach to families as well as keeping record of attendance and information discussed.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. ELL parental involvement in our school like with our overall parental involvement is not yet at a level that we would like it to be, however we are creating opportunities and activities to increase participation. For ELL's specifically, we are working with the Community Schools Director and Community Associate to encourage and include all families in school activities and family initiatives. We send home notices in several native languages that are spoken by ELL students and their families. In addition we are working with outside community based organizations to offer adult ESL/ELL classes here at the school. Our Parent Coordinator, Mr. Graham, assist with translating flyers, conducting outreach to families and helping to organize and facilitate meetings and other activities.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our school partners with Community Schools and Brooklyn Public Library in order to provide workshops and services to ELL parents. Some of the workshops and services include but are not limited to ESL & GED classes, Understanding the common core, mental health services and safety and nutrition. We are always looking for additional resources and organizations to partner with in order to meet the needs of our expanding ELL community.

5. How do you evaluate the needs of the parents?

Parent and family needs are evaluated through observations, face to face outreach, parent surveys, volunteer surveys and community demographical information. The majority of information that we obtain about our families comes directly from the needs assessment survey that is created by the parent coordinator.

6. How do your parental involvement activities address the needs of the parents?

As our school and neighborhood changes so do the needs of our parent community through the use of needs assessment surveys, and parent questionnaires. As a result we continuously assess our parental involvement activities to ensure that they are appropriately addressing the current needs of the families and students we serve. Our parent coordinator, Mr. Graham, works in collaboration with the Community Schools Director, the Parent Organizer and staff from Partnership for Children.

D. Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste response here:

Part VI: LAP Assurances

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kyesha Jackson	Principal		10/27/15
Ozella Winston- Prosper	Assistant Principal		10/27/15
Darren Graham	Parent Coordinator		10/27/15
Michelle Morris-Foster	ENL/Bilingual Teacher		10/27/15
	Parent		1/1/01
Isis Tapia/SETTS	Teacher/Subject Area		10/27/15
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Noemi Tolchinsky	School Counselor		10/27/15
Barbara Freeman	Superintendent		
Camilla Holmes	Borough Field Support Center Staff Member _____ 13K		
Linette Navarro	Other <u>Related Service Prov</u>		10/27/15
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **13K067** School Name: **The**
Superintendent: **Barbara Freeman**

Before you begin, please check the following:

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

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

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

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

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

Parents are offered a Home Language Identification Survey (HLIS), blue cards and lunch forms in their native language and if any of these documents are unavailable in the home language, the Department of Education's Translation and Interpretation Unit is contacted to provide interpretation services. In addition the school utilizes the translation services for translation of parent letters. As a community school we have also identified those staff member who are bilingual and provide additional support with interpretation and or translation for 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.

Parents have indicated the following preferred languages for both oral and written communication; English, Spanish, French-Haitian Creole, Bengali, Mandarin, and Arabic

Part B: Creating a Communications Calendar

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

Parent/ Student handbook
Newsletters
Monthly Calendars
School Announcements (NYS Testing dates, ENL Testing, School Closings)

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.

Formal face-to-face meetings at our school include parent teacher conferences that occur in the fall and spring, parent orientation for parents of ELLs which occurs in the fall, IEP meetings as mandated, and parent engagement which is offered every Tuesday.

Part C: Providing Language Assistance Services

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

To ensure that translations needs are being met we will utilize resources as well as staff members on site if applicable and available. Translation services will be requested from the Translation & Interpretation Unit in the event that we require assistance in a language that we do not already have support in. The Translation and Interpretation Unit will be contacted as far in advance as possible to needing the services.

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.

In the event that there is a family that requires interpretation services that cannot be accommodated in-house, we will contact the Translation and Interpretation Unit for over-the-phone assistance.

Part D: Training Staff on Policies and Procedures

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

To ensure that all staff members are aware of how to use translation services and over-the-phone interpretation services, we will distribute T&I Brochure and Language Palm Card to staff, and also present information at staff meetings.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

We will provide parents who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities. There will also be a sign posted near the main entrance indicating the languages of translation.

Part F: Monitoring and Quality Control

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

Feedback is typically gathered from parents through parent surveys, PTA, Community Schools monthly meetings as well as informal meetings.