



2015-16
RENEWAL SCHOOL
COMPREHENSIVE EDUCATIONAL PLAN
(RSCEP)

DBN: (i.e. 01M001):	23K165
School Name:	P.S. 165 IDA POSNER
Principal:	FRAN ELLERS

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Section 1: School Information Page

School Information

School Name: PS/IS 165 Ida R. Posner School Number (DBN): 23k165
Grades Served: Pre-Kindergarten – 8th grade
School Address: 76 Lott Avenue, Brooklyn, New York, 11212
Phone Number: 718- 495-7759 Fax: 718-345-8255
School Contact Person: Mr. Al Bonds Email Address: Abonds@schools.nyc.gov
Principal: Mr. Al Bonds
UFT Chapter Leader: Ms. Antonette White
Parents' Association President: Ms. Ernestine Aiken
SLT Chairperson: Ms. Cynthia Smith
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Janica Young
Student Representative(s): _____

CBO Representative: **Partnership with Children, Sabine Jean**

District Information

District: 23 Superintendent: Ms. Mauricere de Govia
Superintendent's Office Address: 1665 St. Marks Avenue, Brooklyn, New York, 11233
Superintendent's Email Address: Mdegovia @schools.nyc.gov
Phone Number: 718-240-7736 Fax: 718-385-3768

Borough Field Support Center (BFSC)

BFSC: Brooklyn North Director: Bernadette Fitzgerald
Director's Office Address: 131 Livingston Street, Brooklyn, NY 11201
Director's Email Address: bfitzge2@schools.nyc.gov
Phone Number: 718-935-3954 Fax: 718-935-4314

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	Al Bonds	*Principal or Designee	
x	Ann Charles, Designee	*UFT Chapter Leader or Designee	
x	Ernestine Gladden-Aiken	*PA/PTA President or Designated Co-President	
x	Harriet Jamison	DC 37 Representative (staff), if applicable	
	Janica Young	Title I Parent Representative (or Parent Advisory Council Chairperson)	
x	Sabine Jean	Community School Director (staff)	
		Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
		Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
x	Noelle De Joseph	Recording Secretary/Teacher Representative	
x	Veronica Lyle	Teacher Representative	

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Michelle Armstrong	Parent Representative	
x	Keron Ogiste	PAC Co-Chairperson/Parent Representative	
	Sheron Wilson	Parent Representative	
x	Pamela Lide	Parent Representative	
x	Rockel Holmes	Parent Representative	
x	Cynthia Smith	Chairperson/ Teacher Representative	
	Ms. Marcia Myrie	CSA/Assistant Principals	
		Staff/Parent/Other Contributor	

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.

PS/IS 165 is a Pre-K – 8 school located in Brownsville, Brooklyn. Our students are 84% African American, 12% Hispanic/Latino, 3% White, and 1% Asian. We currently have 472 students, of which 6% are English Language Learners and 30% are Students with Special Needs. We have 43 students who are in temporary housing and our average student attendance rate is 86%.

As a school, we crafted the vision/mission statement, **“At PS/IS 165, we seek to nurture the hearts and minds of our students by ensuring that each child is informed, exposed and prepared. In this learning environment we inspire our school community to seek out knowledge through exploration, challenging learning tasks, problem solving, and critical thinking skills. It is our goal to provide college-bound and career ready leaders of tomorrow by exposing our students to the areas of STEM, entrepreneurship and the arts. We believe that our community will excel through hard work, consistent practice, compassion and perseverance”** This mission/vision statement is weaved throughout the many programs which have been created. To support the mission/vision of our school we have become a community school. As a community school, our students will have opportunities to participate in several programs through our various partnerships. Our partnership with the Turnaround Arts Program will provide our students with new Arts supplies as well as teaching artists of various art disciplines to enrich and engage our student's learning experiences. Turnaround Arts has been known to increase student attendance in similar school populations. Having the Turnaround Arts program in addition to our CBO Partnership with Children an increase in attendance is inevitable as these programs will make our students want to be in school. Our partnership with Lincoln Center through the Arts in the Middle initiative provides our students with exposure to different disciplines of art through the units of study in their classes as well as trips and special events at our school. This exposure promotes gaining knowledge through exploration as well as challenging learning tasks and critical thinking skills through imaginative learning and the Lincoln Center capacities of learning such as Posing questions, Empathy, Creating Meaning and Take Action.

Our instructional foci are: 1. Designing coherent instruction that is common core aligned and that uses data to develop high-level cognitive activities to engage students in learning.

2. Develop proficient readers by using data to inform targeted small group guided reading instruction and infusing reading standards within lessons across content areas.

3. Increase student math progress by infusing math instructional shifts within each lesson and using data to inform targeted instruction.

These foci were developed around Danielson's rubric for enhancing instruction and pedagogy to ensure our students academic rigor and success.

The school developed a “respect for all program” whereby all students receive lessons on character building on a monthly basis by the dean. The school also partners with the Leadership Program who brought in the ICE curriculum (in class education anti bullying program) for grades 3, 4, 5 & 6. Grade 5&6 became our targeted group based upon the input from the Pupil Personnel Team (PPT) as well as the incidences occurring in the building. The Leadership program provides professional development on anti- bully strategies for teachers, educational associates, administrators, and parents.

At PS/IS 165, we provide our students and families with multiple opportunities to engage in activities that support a positive image of self and promote healthy relationships. The Living Your Dreams Program is for students in grades 7&8 and meet three times a week at 7AM. Students are asked to develop their current dreams and together as a group

develops strategies that will assist those in making their dreams come true. Our updated Robin Hood Library is open to all staff, students and parents, before, during and after the school day. We open our computer lab Monday through Friday, 7am to 7:55am, for students to work with Success Maker, myOn, and/or Achieve3000, as a supplement to daily instruction. Through our partnership with Lincoln Center, we were able to participate in Carnegie Hall's, "Count Me In" Program which assists our middle school students in preparing for specialized High School auditions. The Arts in the Middle Program has enriched our middle school students in making connections through interdisciplinary academic instruction as well as in their personal lives.

In preparing our students to be college and career ready, we believe that an interdisciplinary education will enhance students' intellectual engagement as well as better meet the individual needs of all of our students.

Middle School Arts Initiative gave us the opportunity to share a music and dance teacher with another school in our district. We now have three different forms of the arts for our students, especially our middle school students. We also share a Foreign Language Teacher with another school who teaches Spanish to our Middle School students as we prepare them to succeed in high school. From our last report, 85% of our eighth grade students by the end of 9th grade are on track to graduate high school within 4 years.

Last night, we were able to partner with the Mobile Response Team. MRT has provided help to several of our families as well as provided Professional Development to our staff. Their support is evident in the number of students needing emergency services during a crisis episode going down to only one from a total of six only two years ago. This year in addition to the Mobile Response Team we are partnering with Partnership With Children. They will work with us to continue to support our students and families with social emotional concerns. They will also assist us in developing an ongoing attendance plan to increase our overall attendance rate to 90%. They will also partner with 21st Century Program to meet the academic and social emotional needs of our students in a well-rounded enriched after school program. We look forward to MRT joining forces with Partnership for Children as we expect our student's social-emotional needs will be better served with such a powerful partnership.

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>At PS/IS 165, we noticed that there was a need for an increase in intellectually engaging students in ELA through higher order questioning, group discussion, and teachers using the Universal Design for Learning Framework to plan their lessons.</p> <p>Through our observations and Quality Review, we noticed that learning through discovery and using multiple entry points isn’t evident in our math classrooms. As a school, we need to incorporate the successful strategies of ELA into Math. Using manipulatives, differentiating instruction, and providing targeted instruction to groups of students, is inconsistent. We are not seeing sufficient movement in our students through Math state performance. Observation reports indicate that our teachers struggle with the process of teaching mathematics, providing multiple problem-solving methods, and explaining misconceptions. Math instruction tends to be teacher directed, with limited opportunity for student exploration and discussion.</p> <p>Through our co-interpretation process it was determined that there was misalignment between “how teachers spent most of their teaching time and what is written in the Common Core Learning Standards” for math. Therefore more professional development is needed to provide more rigorous Common Core Learning Standard aligned curriculum in Math. Our school currently uses Go Math. This is a Common Core Learning Standard aligned curriculum. Its use will help to better familiarize our students with test type questions to assist students in achieving higher test scores and better math concept understanding.</p>		

MOSL exams are conducted 3 times a year in all core subjects. At the beginning of the year, this allows for proper placement in groups for small group instruction in ELA and Math. In the middle of the year, this assessment shows the growth students have made and indicators of what material still needs to be focused on in order to drive instruction. At the end, these exams demonstrate how well the instruction was delivered in response to the data driven lessons. In receiving our scores for the 2014-2015 Math exam, we have 33% of our 3rd - 5th grade students meeting grade level criteria and 21% of our 6th-8th grade students meeting grade level. Given this data, we know that we must continue to focus on Math.

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)

The curriculum that will be implemented is Ready Gen K-5, Codex 6-8, Go math k-5; expand to 6-8, TC Writing for k-8, and Independent Reading Initiative. Having a specific reading and writing curriculum allows for students to build their skills and expertise in literacy. Our math curriculum provides us with instructional coherence from grades K-8. Teachers are able to have a common language around mathematical practices and provide students will appropriate supports. Teachers will use Universal Design for Learning framework to create lesson plans in teacher teams. We believe that in using this planning tool, teachers will be able to provide students the best possible educational experience with the most appropriate supports. Teachers collaborate across grades to ensure instructional coherence in the curriculum.

We have been providing on-going professional development support on aligning the curriculum common core. There has been extensive professional support for teachers on the DOK (Depth of knowledge) with the expectation that teachers incorporate higher order questions into each lesson as well as U.D.L practices in the classroom for all teachers and staff.

As our teacher teams consistently plan together and incorporate our instructional focus of learning, we will be leading the way to more student success. On a weekly basis, teacher teams meet pre-k-8 to refine curricula through the process of looking at student work and assessing learning tasks. School wide have implemented the “discussion protocol” in grades pre-k – 8 which support student development in the common core listen/speaking standards and specifically provides students with a framework of how to have a discussion leading to higher order peer to peer dialogue.

We have extended our Literacy Block to 200 minutes. We have designed a Literacy and Math Prototype to support the delivery of our instructional practices. The literacy block will include components of Independent Reading, TC Writing, and formative assessments that will be similar throughout the grades. For example, conferring notes will be a common practice that provides teachers with real-time data that they can use to group students and provided targeted instruction. The Math Prototype will include a workshop model, incorporating ELA strategies into the Math lesson. The integration of literacy into math reinforces the idea that students learn best through application of skills in various content areas.

In 7th grade math, we are grouping students into groups of 6, in order to provide students will small group, individualized instruction. After reviewing our school wide data, we noticed that our students need specific

supports in math. We grouped students based on their performance in 6th grade. Students will be given a diagnostic assessment at the beginning of the year to determine their grouping. Every day the groups of students rotate between a content math teacher which provides content-specific skills with enrichment, a special education teacher which provides reinforcement of the skills, and an ICT teacher who provides foundational math skills. They are all aligned in the content that the Math teacher is teaching. In doing this, we provide students with the individualized instruction they need in order to be college and career ready. At the end of every unit, there will be benchmark assessments that will determine the student's ability to move to a different small group to continue to receive the most appropriate support.

Teachers will use Running Records to assess students reading levels, Performance based assessments that are given three times a year, unit tests, teacher-generated assessments, SuccessMaker, multiple choice program that monitors students' progress in ELA and Math. Teacher teams will meet once a week, on Tuesday, to conduct inquiry work. They will norm their practice to ensure common use of practices. They then focus on student work, identify a skill/concept that needs to be taught, and return to the group for feedback and revise where necessary. With an instructional lead teacher in every team, support and accountability will be provided. Using our SIF Grant, we will be able to hire a data specialist to support the work of teacher teams.

Through Expanded Learning Time, students will be engaged in rigorous learning experiences. We will provide students with enrichment and intervention opportunities through use of instructional games, project-based learning assignments, and small group instruction.

We expect that 65% percentage of students will show measurable growth in ELA and Math by year 2, as measured by the growth from pre-unit assessments to post-unit assessments.

Our CBO (Community Based Organization) is Partnership with Children. Partnership with Children will provide our students with various support such as guidance, counseling, assistance in improving attendance and various other incentives to ensure student success

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 June 2016, we will improve the rigor of mathematics instruction for all students, as measured by a .15 increase (2.02 to 2.17) in average student proficiency on the New York State Math Exam.

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) <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>*The school will continue to use Go Math in grades k-5 and expand to grades 6 -8.</p> <p>A math prototype will be created and implemented throughout the school to create a system of uniformity. This is a framework teachers can use to plan their lessons following the workshop model. It will clearly state how long a mini-lesson, guided practice, and independent practice will take to complete. It will also include specific math expectations, as well as common assessment practices. Teachers' College Staff Developer will work on designing professional development sessions based on teachers' needs</p> <p>Professional development on effective math strategies and other math related topics will occur at least twice a month during the Monday Professional Development Sessions.</p> <p>Starting in September, the topics of PD would be:</p> <ul style="list-style-type: none"> - Incorporating manipulatives - Incorporating UDL - Incorporating multiple entry points - Incorporating differentiated instruction - Incorporating mathematical practices - Incorporating Math games 	<p>Students in grades k-8</p> <p>Teachers</p>	<p>September 2015 through June 2016</p>	<p>Administrators, Instructional Leads, Model Teachers, Teachers, Consultants(Teachers' College and Partnership With Children</p>

<p>Per-session dollars have also been made available for teams to meet after-school. Teachers will meet to plan and/or modify lessons, unit plans and assessments, and common formative assessments. Teacher teams who meet after school are expected to produce differentiated individual lessons as well as differentiated unit plans. These plans are expected to demonstrate the use of UDL as well as varied entry points to meet the needs of our students. Common formative assessments and unit assessments will also be created during this time. The team leader will turn key the expectations that were developed to other teachers so that there is uniformity throughout each grade level.</p> <p>Administrators will monitoring this work by attending the meetings and analyzing the data from the assessments on an ongoing basis through team /grade meetings</p>	<p>Teachers and Paraprofessionals</p>	<p>August 2015 through June 2016</p>	<p>Administrators, Instructional Leads, Teachers, Model Teachers, Consultants, Borough Support Staff, Professional Development Team Members</p>
<p>Teacher teams will work together to create unit plans and common assessments. Inquiry work will be done to identify struggling and successful students, as well as areas of improvement that should be addressed and re-taught making curriculum adjustments with support of Teachers' College staff developer.</p> <p>Teachers' College Staff Develop will be part of teacher team meetings, common planning times, and to meet and work with specific grades and/ or individual teachers.</p>	<p>Teachers</p>	<p>August 2015 through June 2016</p>	<p>Administrators, Instructional Leads, Teachers, Model Teachers, Consultants (Teacher's College, Borough Support Staff, Professional Development Team Members</p>
<p>During parent engagement at least once a month teachers will hold parent workshops that target effective math strategies that could be used at home. At least 3 times within the year parent/child math workshops with be held after 5:30pm to accommodate the needs of working parents.</p> <p>During parent engagement Partnership With Children will be here to provide individual and/or family counseling. They will also provide to support to staff members when meeting with parents/families to discuss social and emotional needs and their effect on academics.</p>	<p>Parents</p>	<p>September 2015 through June 2016</p>	<p>Administrators, Instructional Leads, Teachers, Model Teachers, Consultants, Borough Support Staff, Professional Development Team Members, CBO (Partnerships 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.

Go Math Curriculum
 Per Session for After School meetings with deliverables.
 General Supplies
 National Council of Teachers of Mathematics publications, as well as other research-based pedagogical strategies.

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		C4E
X	Title I 1003(a)		Title III		PTA Funded	X	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.

We will use practice tests, unit assessments, performance assessments that mirror the state exam . There will be an interim benchmark. The results of all assessments will be tracked by the classroom teacher, grade teachers (supported by Instructional Leads), PS/IS 165’s Data Team, and Administrators. Students will be monitored to determine if they are on track to meet the annual goal. In the middle of the year, MOSL exams are administered for all core subjects. This assessment shows the growth students have made and provide indicators of what material still needs to be focused on in order to drive instruction. The mid point benchmark assessment period is from December 21, 2015-March 4, 2015. At the end of the year, a third MOSL would indicate the progress students have made. 75% of students will show improvement from pre-unit assessment to post-unit assessment on a given skill.

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 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.	E
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>Looking over the monthly attendance reports, attendance in September was 90.43% as compared to 87.36% in May. The trend of these absences going down seems to be due to the trend in absences among our regular education students as the attendance of our special education students has gone up (from 80.73%-91.47%). Looking at this data from grade to grade, kindergarten students’ attendance is the lowest and it appears as if certain families are the ones who are consistently late or absent. Our Priority is to maintain the high attendance rate throughout the entire school year. We plan to accomplish this with help through our CBO Partnership with Children. Increased attendance rates is also a known beneficial result from participation in the Turnaround Arts Program. Our school was 1 of 4 schools chosen to participate in all of New York. Our belief is that arts integration throughout all grade levels through the Turnaround Arts program will also boost our attendance rates.</p>		

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:

- 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?

The school developed a “respect for all” program whereby all students receive lessons on character building on a monthly basis by the dean. The school also partners with the Leadership Program who brought in the ICE curriculum (in class education anti bullying program) for grades 3, 4, 5 & 6. Grade 5&6 became our targeted group based upon the input from the PPT as well as the incidences occurring in the building. The Leadership program provides professional development on anti- bully strategies for teachers, educational associates, administrators, and parents. We also felt that addressing the whole needs of the child through providing a program aimed at social/emotional development would reduce the number of student behavioral interruptions in the classroom and ultimately increase student academic achievement

Living Your Dreams Program for students in grades 7&8 meet three times a week at 7AM. Students are asked to develop their current dreams and together as a group develops strategies that will assist those in making their dreams come true. In addition each member is asked to become a mentor for a student in grades 1 to 4 and work with that student in ELA and Math. In addition, they become the “Big Sister or Brother” to them. The Living Your Dream members’ tour high schools and colleges to learn the necessary skills and courses needed to succeed in higher education. They share this knowledge with their current teachers, peers, and parents.

Over the last three years the school has implemented PBIS. The program has promoted a safe and respectful environment for everyone within the building . The PBIS Program is a reward based program that celebrates good behaviors and characteristics of students. Students & classes are rewarded with coins and at the end of each month the classes with the most coins get a special treat. There are also monthly grade specific assemblies run by the dean that teach skills on respect, the prevention of bullying with an emphasis on cyber bullying .

The 21st Century Grant at 165 provides social and emotional enrichment through Martial Arts, Dance, Design and Theatre, Tuesday – Friday since September. They also provide academic support on Saturday via our “Saturday Academy”. In addition, they provide opportunities for our students to showcase their talent through performances and competition. Students are offered access to Broadway Shows and various trips.

Track is sponsored by New York Road Runners, the Young Runners meet twice a week for one hour. The purpose of the team is to promote a healthy lifestyle, team building skills and self-esteem for students in grades 3-7. The team participants in Saturday events against students across the city. The students have received ribbons and medals for their participation and have set and achieved personal goals. One of our parents is the team Mom, who travels with the team.

Leadership Program is an organization that provides parent workshops, on a variety of topics that include building their self- esteem in order to assist their child(ren) in their academic career. The ICE (in classroom education) Program provides on going lessons with a focus on making better decisions because these decisions will affect your future especially the colleges and careers that may be available to you.

The Leadership Program also provides workshops to our parents that enable self-empowerment through good health including nutrition and exercise and mental well being. The purpose of these workshops is to develop strategies to support their child(ren) in making better decisions. These workshops balance the in class lessons delivered to the students.

MRT is the Mobile Response Team that works in the school twice a week to assist families and students that face social and emotional challenges. They have also provided our staff with professional development with a focus of being proactive rather than reactive to a child in crisis. As a result, of their involvement with the PS/IS 165 community we have only sent 1 student in crisis to the hospital this school year, which is a reduction from 6 students two years ago. Partnership With Children will be working with us to develop an extensive attendance improvement plan for our students. We will be targeting students who historically have a yearly attendance rate below 75%.

We are also participating in the Turnaround Arts Program. The research indicates that ½ of the participating schools improved their attendance significantly between 2011 -2014. We expect that this program will assist us in increasing our overall attendance rate for the 2015-2016 school year.
As indicated in the annual goal and action plan to follow, we expect to see an increase attendance by 4.4 percentage points.

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.

By June 2016, there will be a 4.4 percentage point increase in whole school attendance rate, as measured by the school’s Annual Attendance report.

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>Partnership with Children: will support us with increasing attendance, by calling parents every day for children who are absent. They will help us with creating an incentive program. Daily attendance charts for every class. Daily shout-outs for students.</p> <p>Shout-out for staff attendance that is 100%. Incentive for parents of children who come to school every day, to support them.</p> <p>Attendance Outreach will include home visits and conduct parent meetings. Partnership With Children will also introduce a problem solving approach, “Attendance Matters” initiative</p> <p>“The Giving Tree” is a program that is created by the school to provide students and their families with gloves</p>	<p>Students & Families, Staff</p> <p>Students and Families</p>	<p>September 2015-June 2016</p> <p>December 2015-February 2016</p>	<p>Partnership with Children Staff, Attendance Mentors, Parent Coordinator, School Attendance Team, Administrators</p> <p>Parents, Parent Coordinator, Teachers, Administrators, Outside Resources(donations</p>

and hats. This will allow for travel to and from school more comfortably during cold weather, and reducing student absence, particularly in the lower grades.			
Morning programs: Computer lab, library hours, Living Your Dream program. With this, we will create an incentive program for students who arrive early/on time for school. For example, there can be “dress down” dollars that students can earn and redeem for a day out of uniform. Weekly shout-outs and positive calls home will help to get students to school on time.	Students & Families, Staff	October 2015-June 2016	Teachers, Instructional Leads, Administrators, CBO
School Messenger: to communicate to parents about attendance, school events. Phone calls and text messages. Social Media: celebrate and announce class attendance and school events.	Students & Families, Staff	August 2015-July 2016	Administrators, Lead Teachers, Parent Coordinators
Ensuring that accurate data systems are kept. Strengthening practices, reinforcing protocols and procedures for record keeping. During our September PD day, reviewing in detail, attendance and lateness process. Revisit PD throughout the year to continue to support teachers in monitoring the monthly attendance. Celebrate daily class attendance. Using our New Visions Attendance Heat Map, we will have a central location where we can create groups and have various members from the team oversee a group and check in with those students and families to ensure consistent attendance.	Attendance Staff, Attendance Team	September 2015-June 2016	Borough Support Staff, Administrators, CBO

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.											
School Messenger CBOs Incentives General supplies											
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	X	21st Century		C4E
X	Title I 1003(a)		Title III	X	PTA Funded	X	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.
We use our weekly attendance reports. Pull monthly reports to track patterns and trends. We expect to achieve a 90% attendance rate by February 2016.
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.	E
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>Developing</u> and <u>Ineffective</u>. 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>Teachers use a variety of hard/soft data sources in their unit, lesson and assessment planning. This data includes observations, conferencing, class discussion, unit tests, project based assessments, MOSL benchmark exams and quizzes. Teachers analyze both classroom and grade level data to help make adjustments to the curriculum and support rigorous instruction. The analysis of these sources happens systematically during common planning and assessment analysis. The success maker program provides teachers with individualized /class data of patterns and trends. The Success Maker program provides teachers/administrators with data on areas of weakness and progress which students have made. It also provides information about individual student stamina (reflected in the recommendations provided by the ESCA) We also implemented a Saturday program that focused on level 2 students grade levels 2-8. The success maker program is used during this time. This provides one hour of math and ELA support for students. Success maker is aligned to the common core learning standards and provides both pre/post test data for teachers and administrators. We are also administering the 9th grade integrated algebra regents for the first time for our 8th graders. We also made a strategic decision to implement the ILEARN math program into our 8th grade. We created two concurrent programs differentiated by grade level to address the social/emotional development needs of students. School wide we have the respect for all framework and specific to grades 6-7 is the ICE program facilitated by the Leadership Program.</p> <p>As per our recent Quality Review data, teachers meet in teams regularly and can identify needs of classes but struggle to provide targeted instruction to specific students. Teachers need PD on providing customized lessons for students. The priority need for our teachers is to analyze data to determine the individualized needs of students to result in daily instruction with multiple entry points. Our school now has a data specialist who has provided out teachers with extensive data. This data is being used by teachers to determine power standards in ELA and in Math. Once the</p>		

standards are identified, teacher teams have developed lessons to reinforce those standards in order to drive instruction and increase academic rigor.

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?

Our school utilizes the Danielson framework to provide targeted feedback for teachers on pedagogy. In turn, classrooms observations coupled with the data analysis and curriculum refinement work of the teacher teams and inquiry teams support the instructional foundation of curriculum & teacher practices.

Each grade meets twice a week for the purpose of curriculum refinement, lesson planning and inquiry work. These teacher team meetings inform both differentiated as well as whole school professional development. Teachers engage in planning and refine curricula together during their grade level meets. The DOK has also been an integral PD tool to help teachers develop higher order questions within their lessons and content units. Special service provider teachers work alongside of grade level teachers. All students are provided with common core aligned units and special service providers modify the units to ensure access for all students.

The teacher team meets to provide a structure for on-going data analysis through reviewing student work and assessments. Teachers on all grade levels keep individual classroom data binders inclusive of grade level data and school wide data. This enables teachers to identify specific grade level trends based upon individual and groups of students in both their classes and throughout the grade. These systematic meetings support our ability to assess school wide progress in efforts to monitor and revise our goals. We have implemented Success Maker, which is a data driven Pre K-8 program that provides timely data analysis for teachers/students which helps to inform curricula and support strategies. We have looped our parents into the curricula piece by making them aware of the data piece as part of our SLT . Parents have been an integral force of helping to shape our school wide goals and viewing the data alongside of school leadership. On a bi-weekly basis the principal, assistant principals and lead teachers meet as a cabinet to monitor and revise school wide practices as per the analysis of summative data points from the grade level teams.

Our teachers use student attendance, Running Records, TC writing work samples, MOSL Performance-Based Assessments, project based assessments, and inquiry team work, to identify and plan for individual student needs. Teachers review student work collaboratively in teams in order to discuss and plan to implement research-based practices to address student needs.

Partnership For Children, our lead community based organization, will provide specific professional learning opportunities for teachers in how to identify student behaviors that may limit their learning and apply strategies to be more successful in learning. They will provide various levels of professional learning, such as whole group, in-class coaching, modeling strategies, small group and individualized support, etc. Our partnership with Turnaround Arts will provide specific strategies on integrating the arts into literacy in order to improve student proficiency in ELA. Their research shows that they have had success in increasing student proficiency in reading by 12.62%.

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, teacher teams will work collaboratively to implement more effective Common Core Learning Standards aligned literacy strategies as measured by a .05 increase in students' average proficiency on the New York State English Language Arts Exam.

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) 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>Starting in September, the topics of PD would be:</p> <ul style="list-style-type: none"> - Incorporating UDL - Incorporating multiple entry points - Incorporating differentiated instruction <p>These PDs will occur during our weekly Professional Development time. These PDs would be facilitated by TC staff developers, Model teachers from our building as well the administration of our building. Our plan to monitor the effectiveness of these PDs would take place within the teacher teams. The teacher teams will discuss the successes and challenges after incorporating these newly learned strategies and report back to the principal.</p>	<p>Teachers/ Paraprofessionals/ Parent Coordinator/ Related Services Providers/ Guidance Counselor/School Psychologist</p>	<p>August through June</p>	<p>Administrators, Instructional Leads, Teachers, Model Teachers, Consultants, Borough Support Staff, Professional Development Team Members</p>
<p>Teachers will work with parents during their parent engagement time by showing parents skills that are appropriate for their child's specific need so they can reinforce them at home. Differentiated strategies developed to assist our students in school and then further reinforced at home will give our students that extra push to success.</p>	<p>Teachers/ Paraprofessionals/ Parent Coordinator/ Parents/ Related Services Providers/ Guidance Counselor/School Psychologist</p>	<p>August through June</p>	<p>Administrators, Instructional Leads, Teachers, Model Teachers, Consultants, District Family Advocate, Professional Development Team Members</p>

Teachers will meet to analyze the beginning of the year data by school, grade, class, and individual students to develop action plans that will be revisited and modified throughout the school year. With our Data Consultant, we will have structured "Data Chats" with individual and groups of teachers using their student data to determine curricula changes that are necessary on the grade and in individual classrooms.	Teachers, Paraprofessionals, Administrators, Service Providers	August through June	Administrators, Instructional Leads, Model Teachers, Data Consultants, Borough Support Staff, Data Team
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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.											
TC Staff Developers Research-based differentiated strategies Model Classrooms Sub money for planning time/coverages? Professional Texts by Carol Ann Tomlinson, Data Driven Instruction, NSRF Harmony.											
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		C4E
X	Title I 1003(a)		Title III		PTA Funded	X	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.
Student attendance, Running Records, TC Writing samples, MOSL exams, and Inquiry work will be a part of our Teacher Teams in order to enhance the collaborative work being implemented in effective instruction. During these meetings, there will be agendas and previous meeting minutes that will be revisited. All teams will have similar expectations in that student work and common assessments must be discussed and action plans must be devised were appropriate. Teachers will be able to track the progress of any student based on their TC Writing samples and speak to the improvement, or lack thereof, of their students. Based on the TC writing rubrics, teachers and students will able to speak to their performance from the beginning of the year to the mid-point.
Progress monitoring would also take place through our newly established Assessment Plan. Our new plan incorporates 5 assessment periods. Each assessment period will be followed by a data review meeting. This will ensure that we will provide our students with data driven instruction. Our mid-point assessment cycle is period 3. Period 3 consists of 41 school days and ends on March 4th, 2016. Data review meetings for this mid-point benchmark will take place between March 7th and March 11th, 2016. It is at this time that we will be able to measure our school's progress towards meeting our Annual Goal in a quantifiable manner.
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.	E
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>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>Each month, we focus on different elements of the Danielson framework and make suggestions to our peers on improvements that can be made based on our observations. Student intellectual engagement has increased this year through the student discussions and citing of evidence in their responses. Teachers will receive training in varied Arts integration through the Turnaround Arts program. These techniques will be used to increase student intellectual engagement as well.</p> <p>After analyzing the Advance Web Application data from formal and informal observations, it was determined that the majority of questions asked during lessons are level one and level two as measured by the Depth of Knowledge Chart. The average rating for component 3b is a 2.4, developing. Therefore, a priority need is to increase the level of questioning to increase the opportunities presented to students to engage in rich discussions. It is our belief that using Arts Integration techniques along with behavioral training from our CBO Partnership with Children, will provide our students more confidence and opportunity to engage intellectually in this way.</p>		

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?

We have worked diligently at 23K165 to incorporate a culture of feedback within the vernacular of our staff. As the principal, establishing this culture of feedback is integral to supporting successful pedagogy. Our data specialist has been invaluable in supporting the development of both individual teacher data binders as well as grade level data binders. This practice has led to greater discussion during inquiry time of student patterns and trends which subsequently supports student progress and performance. The CBO that was selected to work with us, "Partnership with Children", are social worker based and provide many services that will help our students and will also provide professional development that will assist our staff in helping with our student's social-emotional development.

The administrative team will develop an observation and feedback cycle calendar. It will contain the date and time of the observations, as well as when the teacher is provided feedback. Teachers will be divided amongst us and we will rotate the groups of teachers so they are observed by both administrators. We will have a feedback tracker, where you can find the last given feedback to the teacher and continue to support them in their practice based upon the Danielson framework. We will also schedule times to conduct co-observations as an administrative team to ensure calibration and discuss trends across the school.

In order to support a shared accountability throughout the school community, we will conduct monthly meetings with all stakeholders to disseminate data points such as progress reports, attendance reports, OORS reports, etc., to develop action plans and appropriate next steps.

The community school director will be integral in taking on the attendance initiative. They will take part in mobilizing efforts to increase student attendance. In addition, they will work closely with the assistant principal and our PPT team to monitor and address the social-emotional needs of our students. They work in conjunction with the dean to monitor the OORS reports and create appropriate action plans. Another administrator will work with Teacher's College to strengthen the college and career readiness focus at our school. Together they will work on creating targeted professional learning opportunities for groups of teachers and provide students opportunities to visit schools and information gathering about the college application process and career pathways.

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 provide professional development and feedback to teachers on more effective questioning techniques resulting in a 10% increase in the aggregate teacher score for Danielson Component 3B .which will be measured by using the *Advance* web application data.

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>Starting in September, the PD topic of questioning techniques will be implemented during our weekly Professional Development time.</p> <p>These PDs will be facilitated by TC staff developers, Model teachers from our building as well the administration of our building. Our plan to monitor the effectiveness of these PDs will take place during teacher observations. Feedback would be given and further observations would determine whether or not the feedback was utilized to develop such strategies.</p>	<p>Teachers/ Para-professionals</p>	<p>September through June</p>	<p>Administrators, instructional lead teachers, model teachers, Teachers’ College</p>
<p>School leaders will keep track of their feedback to teachers via an observation and feedback cycle calendar. This strategy will allow for each administrator to see the previously given feedback and plan for differentiated PD.</p>	<p>Teachers/ Para-professionals</p>	<p>September through June</p>	<p>Administrators</p>
<p>Staff members will work with a Teacher Development Coach, who will provide on-site modeling and coaching for teachers in their classrooms. The coach will focus on teaching teachers various pedagogical moves teachers can employ immediately and also on designing lesson plans that have rigorous tasks aligned to common core standards.</p>	<p>Teachers</p>	<p>September through June</p>	<p>Teacher Development Coach, Administrators</p>
<p>We will have a teacher study group that meets regularly and discuss a professional text or journal article ,and then make connections between the theoretical framework provided by the research and teacher practice in the school.</p>	<p>Teachers and para-professionals</p>	<p>September through June September</p>	<p>Lead Teachers</p>

We will have parent/family workshops to assist families in understanding DOK questioning techniques and how to implement them in everyday normal activities so families could continue this practice at home.	Parents/ families	through June	Parent Coordinator PTA, Partnership with Children
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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.											
TC Staff developers Model Classrooms Alignment of administration schedule for observations and feedback											
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		C4E
X	Title I 1003(a)		Title III		PTA Funded	X	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.
During the month of February, teachers will answer a survey that will reflect on how assistive the questioning techniques they’ve learned have been. Evidence will be provided from the feedback that has been delivered so far. The opportunity to realize where more work needs to be done will show through the feedback that has been discussed as well. 65% of teachers will self-rate that the questioning techniques they’ve acquired have been very effective or effective in improving their practice.” This data would be measurable through the Advance web application. Teachers would be able to review what their Advance ratings have been up to this point, read the supporting evidence and be able to determine what they can do to improve in this area if they haven't done so but also determine what techniques they have employed so far that has assisted in an improvement. At this point, teachers will be able to develop a game plan for themselves on how to continue to master this technique in a more effective way.
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.	E
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.	E
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.	E
<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>This school year, we have experienced success with using school messenger to communicate with parents via text or phone. We also send out monthly calendars with events and workshops for parents in advance, so they can plan accordingly. In our school lobby, we have an enlarged calendar, visible to all, which contains important dates and information. When parents are asked, informally, about how they prefer to be contacted about school events, they stated the phone is the best.</p> <p>Based on observational and school survey data, it’s evident that our priority need is to increase parent involvement in our community. Parent participation in school wide events is inconsistent. This year’s school survey reported that only 19% of parents completed the survey.</p> <p>Through our CBO Partnership with Children, strategies will be developed to increase parent involvement. One idea we are exploring is a school wide BBQ where informal assessments of family needs can be made and Partnership with Children would then have the opportunity to offer services to suit those needs.</p> <p>Through our partnership with Lincoln Center Education, we will be planning 2-3 Family Nights instead of just one Family Night. We have determined that the workshops, shows and dinner provided to our families on a Family Night really makes for a successful evening as these events seem to draw out the most families.</p> <p>Through the Turnaround Arts program, we will be exploring ways to increase family engagement as well. Our last event in which the superstar Paula Abdul visited our school, our auditorium was filled with many parents and families who wanted to see their children perform for Paula Abdul in front of the entire school.</p>		

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?

Families are part of the different systems and structures which exist in the school. Parents are part of the SLT, the parent academy, the learning leaders, school safety committee, PAC (parent advisory council), PTA. Parents outside of these teams have access on a daily basis to the parent center as well as to the principal. The parent center’s computers also allow parents to access student data and we encourage them to continue their own education through online learning classes. During the regularly scheduled parent workshops, the parents have access to curriculum materials as well as to all pertinent data. The primary language in the building is English; however there are Spanish/Arabic/Haitian Creole interpreters at each parent meetings. In order to encourage parent/children participation in activities as families we have, family craft night, movie night, father daughter dance, mother son dance. The library is open for parent access on a daily basis.

Workshops which parents participate in are both geared towards both academics as well as social/emotional health. Workshops are provided for parents on both weekdays as well as weekends. During the parent workshops, interpreters are available as needed. Professional development has been provided for parents in the following categories, Common Core Learning Standards for ELA/Math, Content specific CCLS workshops, Literacy workshops for early/advanced reading strategies, promotional criteria, learning leaders. The Leadership program was contracted to provide seven workshops for parents starting in January on how to support the social/emotional development of their children with an emphasis on academic achievement.

Teachers are actively engaged in working with parents to make them aware of their student’s data both formally and informally. Parents feel that they have open door access to teachers/principal to have ongoing active data dialogues about their children’s performance and progress. As part of establishing a collegial learning environment the principal regularly teaches classes to model best practices for the community. The Success Maker program also provides valuable individualized data about their children. In Pre-K to gr. 3, parent’s need to officially sign out their children, this provides a venue for parents to speak with their child’s teacher on a daily basis.

Families are welcomed and made a part of the school community by being able to participate in different events. Our doors are open to parents the first Friday of each month to observe their children in the classroom. Tuesday afternoon, during Parent Engagement time, parents are welcome to speak to the various teachers their children have on their children’s progress. This Spring, parents were invited to come to the STEM program on Tuesdays so they could learn ways of creating fun projects at home that teach and reinforce different academic concepts in the process. Each month there is a PTA Meeting and SLT Meetings are posted on the Parent Calendar in the lobby so any parent may come and be involved in the various school issues addressed during each meeting. Our partnership with Lincoln Center, allows for them to provide parent workshops and performances to celebrate their child’s participation. The new CBO in our building “Partnership with Children” will assist us in living through our vision because they will be hosting events such as a Family BBQ in order to get to know our families and the needs they need to have met. Partnership with Children will have their own office in our school so there is a specific place parents, teachers, and staff can go to for help. Partnership with Children will also be providing workshops for parents and teachers as well as special programs for our students such as a girl’s club and sports activities. Our CBO will be able to provide various “support” to our families.

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, the school will increase family engagement and communication as measured by a 5 percentage point increase in parents who respond positively (agree or strongly agree) on the New York City School Survey to questions in the school culture section.

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) <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>Partnership with Children will be hosting several events throughout the school year to get to know our families and their needs. These events will bring out our families to participate in school activities and events in which will increase family engagement and communication between school and home.</p>	<p>Teachers/ Paraprofessionals/ Parent Coordinator/ Families</p>	<p>Once every month: September through June</p>	<p>Partnership with Children personnel, Administrators</p>
<p>Our partnership with Lincoln Center Education will help to increase our family engagement as Lincoln Center always hosts 1-2 Family Nights at our school. These Family Night Events provide parents the opportunity to participate in workshops, see a show and have dinner. Our last Family Night Event brought in over 130 people.</p>	<p>Families/ students/ Parent Coordinator</p>	<p>Only 2 sessions: Fall & Spring</p>	<p>LCE Personnel, PS 165 AIM/Art Team, Parent Coordinator, Lincoln Center Liaison</p>
<p>The Turnaround National Arts Program will be providing Professional Development and will also be partnering with Lincoln Center Education. They will also work with our families and provide opportunities for Family Engagement and communication as well.</p>	<p>Families/ students/ Parent Coordinator</p>	<p>Various events from September through June</p>	<p>LCE Personnel, PS 165 AIM/Art Team, Parent Coordinator, Lincoln Center Liaison</p>

Provide families with interim school surveys that mirror that of the NYC School Survey. Parent Coordinator will also provide workshops for parents on how to access and complete surveys online. The SLT will monitor the survey results and create an action plan, based on the results of what needs to be modified, whether it's in the delivery method, computer, paper & pencil, oral, or the responses, strongly disagreeing with how they are informed about their child's progress.	Families	November & January	Parent Coordinator, SLT
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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.											
Parent Coordinator to provide specific workshops, sufficient paper/ink for copies, laptops with internet access. LCE: Lincoln Center Education Turnaround Arts Program Partnership with Children											
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		C4E
X	Title I 1003(a)		Title III		PTA Funded	X	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.											
Sign in sheets will be created and used for each event. This will provide information on increases or decreases in attendance of these events as well as which particular families we are reaching and which families don't usually participate. Knowing this, will help us develop an action plan to better incorporate families that don't usually participate in such events.											
Interim school surveys will be used as a mid point benchmark. Tallying the responses of these surveys will provide us with data about how parents feel and see the school and will also inform us on the number of respondents we have completing the survey. The data collected from the interim surveys which relate to strong family and community ties section and the levels of responses will inform us if we are on track to meeting our goal. Since we want to increase the number of parents who respond, as well as the number of parents who respond positively, it's important that we focus on those responses and target our action plan to that. e											
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 2016 the percentage of students proficient in ELA will increase by .05 as measured by the New York State ELA Exam. By June 2016 the percentage of students proficient in math will increase by .09, as measured by the New York State Math Exam.

Part 2 – ELT Program Type

Is the ELT program voluntary or compulsory?	X	Voluntary		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.				
All students in grades K-8 scoring a level 1 and 2 are targeted for ELA and Math services. Additionally, all students are invited to participate regardless of level. In addition, the extended learning programs are customized to meet all students' needs. All students are invited to participate in the grade appropriate extended learning programs. Student participation in multiple programs is encouraged as each is offered on different days and/or different times. Parents will be encouraged to have their child(ren) participate in all extended learning activities. Wherever possible, students will be grouped with their own teacher during this time in order to maximize intellectual engagement for 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?

Our extended learning programs are designed to meet the needs of the whole child with foci on academic and social emotional growth. By adding the stipulation that students must have good attendance in school to participate in any program we will increase our school's overall attendance. Our programs include individual as well as group activities. Our dance, drama, karate, and design programs encourage interaction between students in group activities. They also help students develop their thinking skills and strategies to make better decisions for themselves and the members of their groups and teams. These programs also push our students to take on leadership roles within their groups. Our K-4 program has the same foci while bringing in academic activities in math, science and literacy. This program also includes a Robotics component. All academic programs are taught by NYS certified content area teachers. The K-8 PS/IS 165 After school Program is taught by NYS certified teachers with a foci on Literacy and Math Common Core Learning Standards. Parents will be invited to workshops that mirror what their child(ren) will be doing

Our CBO Partnership with Children, will be available throughout the entire school day including the ELT program. This will help our students seamlessly as counseling and such will be available to our students at this time. Because Partnership with Children will be providing the staff with workshops, school staff and Partnership with Children staff would be better able to work together for the benefit of our students.

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.

There are eight extended learning time programs for students to participate in at PS/IS 165K. The 21st Century, Saturday Academy, and Wilson extended learning programs will be supervised by the Assistant Principal. The PS 165K After school program which will be held on Wednesdays, Thursdays, and Fridays will be in conjunction with our CBO, Partnership With Children. School-based staff and highly qualified community partners listed below by program play a key role in each program's implementation. In addition, the Specialized High School Preparatory Program ELP was implemented to meet the specific needs of our 8th grade students.

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

- 21st Century – September 2015 –June 2016
- Saturday Academy (Extended Learning Time) September 2015 –June 2016
- Partnership with Children September 2015- June 2016
- Wilson – September 2015 – May 2016
- Specialized High School Program—September 2015-October 2015
- PS 165K After School Program (Extended Learning Time)- September 2015 – June 2016
- Open Computer Lab Before School –October 2015-June 2016
- Open Library Program Before School- October 2015- June 2016

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.

- CBO Director
- Teachers
- Materials-General Supplies , Instructional Materials, Incentives
- Consultants

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

Keeping track of the attendance of those students who participate in these programs as well as the inquiry work completed during Teacher Team Time will assist in monitoring the progress our students are making. Other progress monitoring used would be the Mid-year MOSL exams, 2nd and 3rd period report card grades and classroom assessments given by their teachers. Our mid-year assessments in all subject areas, running records SuccessMaker data and Test Track data will enable us to monitor if our students are on track to meet this goal.

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.

By June 2016, Partnership with Children will identify and implement strategies that increase the frequency and quality of parent involvement in the school as evidenced in an increase in the number of parents responding positively on parent surveys.

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.

Partnership with Children will work with increasing parental involvement in the school. They will implement a variety of strategies such as a Summer BBQ orientation, being present during parent-teacher conferences, meeting with parents/guardians based on casework needs, Parent University – workshop series on a monthly basis with a variety of focuses that are pertinent to their child’s individual needs.

While the expectation is that all students will be served by our CBO, there will be a specific focus on students who are chronically absent or late. This will provide the CBO with a targeted focus to support the increase of student attendance from 86.4% to 90.8%.

We also expect Partnership with Children to provide the school community with much needed support in increased communication between school and families.

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.

We will be pairing up with Partnership with Children. Through Partnership with Children, Social workers conduct assessments of student needs by gathering information from a variety of sources including school administrator, teachers, parents, direct observation of and interaction with students, and analysis of relevant student data. Under the direct care of licensed Master level Social Workers, Students are then triaged into the appropriate level of care, with parent consent. Students with the highest level of need, for example, students with debilitating psychiatric issues, are referred to mental health services outside of the school. The next level of service is individual counseling. Social workers meet with assigned students once a week for 45-min sessions to work on social, behavioral, emotional, academic, family, and attendance goals. Social workers may have more frequent contact with these students for urgent behavioral intervention or crisis intervention. The next level of service is small group counseling. Social

workers facilitate social-emotional learning lessons that help students build social skills, provide tools to effectively express themselves and manage conflict, and teach students leadership skills. Social workers also provide classroom-based interventions around topics such as Respect for All, Anti-Bullying, and Healthy Relationships. Partnership with Children staff are available to direct all students and families to needed concrete resources such as health care clinics, housing resources, legal aid, and emergency assistance programs. Social workers will attend appointments with families to act as advocates and to assist in navigating systems. Partnership with Children also participates in planning and hosting school-wide events and field trips that promote positive school culture and expose students to activities that enrich their lives.

Sabine Jean, the Community School Director is a member of various school teams including the SLT, the BRT and the Safety Committee. She is involved in all community school based activities as well as all instructional support systems. Within these roles, she assists in building the school community as well as engaging our parents.

During ELT time, Partnership with Children provides counseling services including both whole class and group interventions.

Parents will have the opportunity to be involved with renewal planning by attending monthly P.T.A. and S.L.T. meetings. Parents will also have the opportunity to attend CEC meetings, PAC meetings as well as attend parent workshops. Having the opportunity to attend such meetings and workshops keeps our parents informed as well as provides them with a forum in which to express their ideas.

Keeping track of student attendance trends as well as parent/family attendance at meetings and school events as well as school incidents will determine whether or not our CBO, Partnership with Children is making a positive impact on our school community.

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.

Master Social Workers and staff from Partnership with Children and School Administrators will ensure the implementation of these programs as well as oversee their implementation. Each year, Partnership with Children conducts parent surveys to determine parent satisfaction with services provided and to identify gaps. Partnership with Children also has a consultant that will conduct phone interviews with a group of parents to gather more detailed information about their experiences with the program. The director will keep open lines of communication with all partners and meet with them regularly to coordinate and ensure all parties work together as a team.

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

Partnership with Children Staff

Our extended hours will be Wednesday, Thursday, and Fridays for an hour and three hours on Saturday

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

Beginning September of 2015 ending in June 2018

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)	2014-2015 results from the ELA Exams. SuccessMaker Data Reports Identified Students ' Areas of Weakness, Achieve 3000 Data Reports, Running Records and Teacher Recommendation	On-line blended learning using SuccessMaker and/or Achieve 3000 Small group instruction. Saturday Academy PS/IS 165's Afterschool Program Wilson Program (focus on phonics , word development and reading)	Individualized instruction using SuccessMaker and Achieve 3000 Academic Intervention (AIS) Teacher provides small group instruction. Saturday Academy serves as AIS and Tutoring with a 15:1 ratio. Afterschool serve as AIS and/enrichment Small Group	SuccessMaker- in school Monday-Friday Achieve 3000-in school Monday-Friday During the school day Monday –Friday cycling various grades throughout the week Saturdays 9:30-12:30 September through June Afterschool Program Wednesday, Thursday & Friday 2:20-3:20 September through June Wednesday, Thursday & Friday 2:20-3:20 September through June. Saturdays 9:30-12:30 September through June
Mathematics	2013-2014 results from the Math Exams , SuccessMaker Data Reports Identified Students ' Areas of Weakness, and Teacher Recommendation	On-line blended learning using SuccessMaker. Small group instruction. Saturday Academy PS/IS 165's Afterschool Program	Individualized instruction using SuccessMaker. AIS Teacher provides small group instruction. Saturday Academy serves as AIS and Tutoring with a 15:1 ratio. Afterschool serve as Academic Intervention Services	SuccessMaker- in school Monday-Friday During the school day Monday –Friday cycling various grades throughout the week Saturdays 9:30-12:30 September through June Afterschool Program

			(AIS) and/or enrichment	Wednesday, Thursday & Friday 2:20-3:20 September through June
Science	Students are recommended by teachers.	Individual and/or small group instruction.	Tutoring and/or enrichment	During the school day –Monday through Friday
Social Studies	2014-2015 results from the ELA Exams and Teacher Recommendation	Small group instruction.	Saturday Academy serves as AIS and Tutoring with a 15:1 ratio.	Saturdays 9:30-12:30 September through June
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students are recommended by the Pupil Personnel Team(PPT) , Teachers, Administrators , Mobile Response Team (MRT) themselves and/ or parents	Individual and/or small group instruction.	One on one counseling and or group small group discussions	This service is provided during the school day

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.
The School Renewal Program provides yearlong professional development to build the capacity for the entire staff. The retention rate for the staff is high. We have only lost 10 staff members in the last three years due to retirement or excessing. Our recruitment strategies include attending district and borough wide hiring fairs and keeping close connections to neighboring colleges. This year we were able to hire a Spanish Teacher (splitting with another school) and a Dance/Music Teacher as a result of being accepted into the Middle School Art Initiative.

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).
As a renewal school we are receiving professional development from a variety of sources. We are partnered with Teachers' College which provides professional development (PD) in their Writing Program which is being implemented school wide. We are also partnered with Fordham University which provides selected staff with PD in Literacy and Math strategies. In addition we send several selected staff members to Metamorphosis for targeted Math support. We also have our TDC (Teacher Development Coach) who comes in to work with two teachers that received a Teacher Improvement Plan (TIP) and five teachers who we are making their classrooms into Lab rooms. The principal will be receiving support from a Mentor via the Renewal program. Along with the Assistant Principals the principal receiving support from our District Teacher Effectiveness Coach. The Assistant Principal also receives PD from our District Assistant Principals' Institutes which meet every month. Paraprofessionals are included in all teacher professional developments (especially the ones conducted in school) and receive targeted PD from our SESIS person. Finally all teachers, paraprofessionals, assistant principal and principal receive specific professional development from our Field Support Team that is designed around the Common Core Learning Standards and Danielson Framework to improve the pedagogy of the staff which will have a positive impact on our students.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/information, early intervention services, etc.).

Our Pre-Kindergarten students are part of our school. They participate in all school wide activities and events. Our Pre-kindergarten teachers meet regularly with our kindergarten and first grade teachers to discuss and plan curriculum. Our Kindergarten teachers meet with our Pre-kindergarten parents. The first Friday of every month we hold open house where parents are invited to not only visit their child’s class but the next grade. We also have our Pre-kindergarten Social Worker along with our Parent Coordinator conduct parent workshops on preparing your child to transition to the elementary school program. In addition to attending targeted Pre-kindergarten professional development the Pre-kindergarten staff participates in all professional development conducted at the school.

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

We have a professional development team whose members represent teachers, paraprofessionals, and administrators who meet and determine what professional development topics will be covered each week. The team also determines who will lead the sessions. Staff meets as grades to decide which common assessments will be used to measure the progress of students in that grade based on the original data analysis. A MOSL team determined what assessments would be used as baselines and when the progress monitoring will take place.

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	410,687.00	X	pp.13-32
Title I School Improvement 1003(a)	Federal			

Title I Priority and Focus School Improvement Funds	Federal	83,289	X	pp.13-32
Title II, Part A	Federal	103,265.00	X	pp.13-32
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,423,136.00	X	pp.13-32

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)

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. **PS/IS 165** 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. **PS/IS 165** 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)

PS/IS 165 , 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.

Title III IMMIGRANT Plan Review Form 2015-16

Name of Reviewer: Camilla Holmes

Borough: Brooklyn District: 23 School Number: 165 School Name: _____

BFSC: KFSN Title I Schoolwide Plan (Conceptual Consolidation?) yes

Intent and Purpose	Was there evidence of this intent/purpose?	
	YES	NO
Title III supplemental services for immigrant students Direct instruction and direct supplemental services should be provided for: before/afterschool and Saturday programs, reduced class-size, and/or push-in services. These services are beyond the mandated units of service as per CR Part 154.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No Comments: _____
Professional Development High quality professional development that is "of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in classrooms."	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No Comments: _____
Parent Activities	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No Comments: _____
Budget	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> NA (Title I SWP)	<input type="checkbox"/> No <input type="checkbox"/> NA (Title I SWP) Comments: school is conceptually consolidated.
Approved? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Date: 2/5/16 Senior ELL CPS: T. Ulubabova		
Additional Comments: _____		

Nov. 2015

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	Borough select one	School Number
School Name		

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	Assistant Principal
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher	School Counselor
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator
Related-Service Provider	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title)

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

D. Student Demographics

Total number of students in school (excluding pre-K)	Total number of ELLs	ELLs as share of total student population (%)	0.00%
--	----------------------	---	--------------

Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input 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 <input type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input checked="" type="checkbox"/>	No <input 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		Newcomers (ELLs receiving service 0-3 years)		ELL Students with Disabilities
SIFE		Developing ELLs (ELLs receiving service 4-6 years)		Long-Term (ELLs receiving service 7 or more years)

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										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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														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
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)														0
Expanding (Advanced)														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

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					0
5					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									0
5									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									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				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Physics				
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								

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.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
- 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?
- 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](#).]
- How do you make sure that a student's new language development is considered in instructional decisions?
- 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?

c. How are EPs performing on State and other assessments?

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

Part IV: ELL Identification Process

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

1. 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.
2. 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).
3. 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).
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.
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).
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.
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.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
9. Describe how your school ensures that placement parent notification letters are distributed.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
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.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
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).

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.
 - b. TBE program. *If applicable.*
 - c. DL program. *If applicable.*
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)?
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.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
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
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.
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?
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?

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	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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.

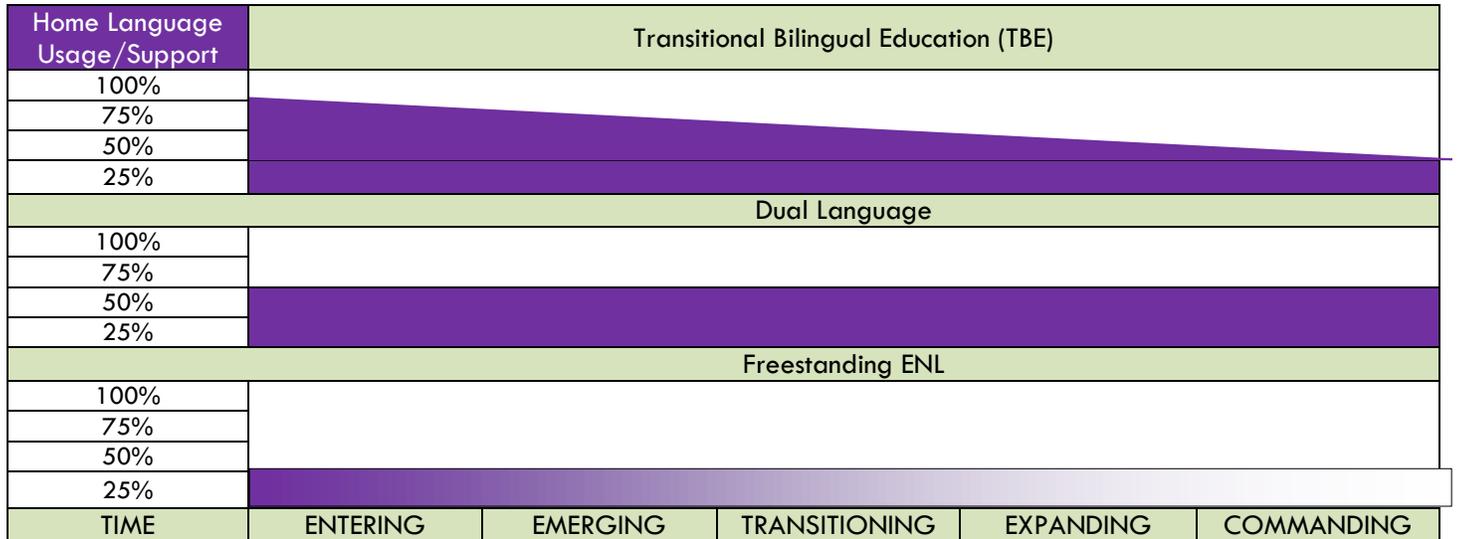


*Note “other approved services” does not apply to New York City at this time.

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.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
12. What new programs or improvements will be considered for the upcoming school year?
13. What programs/services for ELLs will be discontinued and why?
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
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.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
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).
19. What language electives are offered to ELLs?
20. For schools with dual language programs:
 - a. 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.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

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.)
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?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
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.

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?
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.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
5. How do you evaluate the needs of the parents?
6. How do your parental involvement activities address the needs of the parents?

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.

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)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 23 **School Name: Ida R. Posner**
Superintendent: Ms. M. DeGovial

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.learn DOE.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.

In compliance with the Chancellor's Regulation A-663, PS. 165K uses the following data and methods to assess written and oral interpretation needs of parents: 1. Collecting data from ATS Report of Preferred Languages, Blue Cards and Parent Surveys indicating parents' primary language spoken at home with children and whether such parents require language assistance to communicate with the DOE. 2. Making available translation and interpretation services for parents. Our certified ESL Teacher/ NYC Certified Interpreter/Translator Ms. Gabriel provides translation in French and in Haitian Creole, Ms. Ballesteros to translate for Spanish speakers, Multilingual Language Access flyers and brochures to parents, posting DOE/ Translation and Interpretation Unit's telephone number by the safety agents' desk. 3. Develop a school-based language access plan aligned to Part III of the Home Language Identification Survey questions pertaining to parents' language of choice with school staff. Student Emergency Contact cards are completed and noted identifying parents' particular language preference at registration. 4. Increasing parental awareness regarding their rights, the availability of translation and interpretation services during business hours. 5. Maintaining records regarding the provision of language assistance to monitor changes and progress.

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.

At registration a Parent/Guardian Home Language Identification Survey (HLIS) is administered by the certified ESL Teacher Ms. Gabriel. If the parent indicates a language of preference other than English in

part III of the (HLIS), copies of that home language survey are made and kept by Ms. Gabriel and our parent coordinator. Currently at PS.165K, the preferred languages of parents are: English, Arabic, and Spanish.

Part B: Creating a Communications Calendar

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

PS.165 will provide all documents required by the Chancellor's Regulation A-663 using documents produced by the central DOE offices and schools which contain critical information regarding a child's education. a. The school will provide the following written translation services: Registration/Home Language Survey form, application and selection. b. standards and performance, standard text on report cards. c. conduct, safety and discipline text. d. special education, transfers and discharges, related services. e. newsletters, monthly calendar, NYS testing dates, parent-teacher conference announcements, after-school program information. In house qualified staff members will provide translation; outside vendors with specialized linguists will translate critical communication in a timely manner in parents' preferred language. If translators are unavailable, PS/IS 165 will contact a DOE vendor "The Big Word" a language solution provider.

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.

To ensure parental engagement in their children's education PS.165K offers: Curriculum nights twice a year, parent-teacher conferences several times a year, parent-workshops, scheduled parent-teacher meeting during preps, teachers or guidance counselor calls to parents. There is a monthly Principal's Breakfast with parents to discuss a specific topic related to their children's academic growth. Translation and interpretation are requested two weeks prior to the event. All documents are translated in parents' preferred language. As PS/IS 165 prepares for the Parent Teacher Conferences and NYS exams, documents are submitted to translation and Interpretation Unit at least two weeks in advance. In addition, PS/IS 165 has readily available staff members as translators such as Ms. Gabriel with French and Haitian-Creole, Ms. Ballesteros, Ms. Cynthia Smith and Ms. Velez with Spanish. Translators are available during Parent Teacher Conferences that are scheduled throughout the school year.

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.

PS. 165K will meet translation needs of parents; In-house certified staff members Ms. Gabriel will provide translation in French and in Haitian Creole. Ms. Ballesteros will translate will serve the Spanish Speakers. The Translation& Interpretation Unit and outside vendors with qualified linguists will translate documents in Arabic.

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.

Interpretation at PS. 165K will be done by our NYC Certified Interpreter Ms. Gabriel in French and Haitian Creole. Mr. Ahmed our parent volunteer will interpret in Arabic. Ms. Ballesteros our certified teacher will interpret in Spanish; and Interpretation Unit or outside vendors will be used for interpretation.

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.)

In compliance with the Chancellor's Regulation A-663, PS.165 will: a. Obtain translated signs for posting and Language Identification Cards for identifying parent's primary language. b. provide training for staff members. c. Facilitate the provision of Language Access Services. d. Accessing school translation funds and options for using these funds. e. Posting posters from the NYC DOE Translation & Interpretation Unit and outside vendors telephone numbers .f. Distributing brochures/calendars from Language Kit indicating Translation and Interpretation Unit email address and contact number for free assistance for teachers and administrators. g. An "I Speak..." Card to know how to access a free over the phone interpreter.

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

To fulfill parental notification requirements for translation and interpretation services, as per Section VII of the Chancellor's Regulation A-663, PS.165K will: a. Distribute the Translation & Interpretation Unit survey to parents to assess provision of language services by the Translation & Interpretation Unit. b. A copy of the Bill of Parents Rights and Responsibilities is available. c. Multilingual Welcome Poster will be posted at the entrance and in the main office.

Part F: Monitoring and Quality Control

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

To ensure the successful implementation of language access initiatives and gather feedback from parents on the quality and availability of services, PS.165K will make available an evaluation form to parents to rate services of translation and interpretation services received from our community school.