



**2015-16**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

**DBN: (i.e. 01M001):**                   **20K179**

**School Name:**                       **P.S. 179 KENSINGTON**

**Principal:**                           **BERNADETTE AMATO**

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: The Kensington School School Number (DBN): 20K179  
PreK,1,2,3,4,5  
Grades Served: \_\_\_\_\_  
School Address: 202 Avenue C, Brooklyn, New York 11218  
718-438-4010 718-871-7484  
Phone Number: \_\_\_\_\_ Fax: \_\_\_\_\_  
School Contact Person: Bernadette Amato Email Address: bamato@schools.nyc.gov  
Principal: Bernadette Amato  
JoAnne Pagano  
UFT Chapter Leader: \_\_\_\_\_  
Ann Ramirez  
Parents' Association President: \_\_\_\_\_  
Rosemary Campili  
SLT Chairperson: \_\_\_\_\_  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Asma Begum  
N/A  
Student Representative(s): \_\_\_\_\_  
N/A  
\_\_\_\_\_

**District Information**

District: 20 Superintendent: Karina Costantino  
415-86<sup>th</sup> Street, Brooklyn, New York 11209  
Superintendent's Office Address: \_\_\_\_\_  
KCostan@schools.nyc.gov  
Superintendent's Email Address: \_\_\_\_\_  
718-759-4912 718-759-4842  
Phone Number: \_\_\_\_\_ Fax: \_\_\_\_\_

**Borough Field Support Center (BFSC)**

BFSC: Borough Field Office Director: Cheryl Watson - Harris  
415 – 89<sup>th</sup> Street, Brooklyn, New York 11209  
Director's Office Address: \_\_\_\_\_

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CWatson21@schools.nyc.gov

Director's Email Address:

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718) 759-5131

718-759-3930

Phone Number:

Fax:

## Section 2: School Leadership Team (SLT) Signature Page

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Bernadette Amato	*Principal or Designee	
Joanne Pagano	*UFT Chapter Leader or Designee	
Annie Ramirez	*PA/PTA President or Designated Co-President	
NA	DC 37 Representative (staff), if applicable	
Asma Begum	Title I Parent Representative (or Parent Advisory Council Chairperson)	
NA	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
NA	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
NA	CBO Representative, if applicable	
NA	Member/ Parent	
Milagritos Szczepansky	Member/ Parent	
Mosammet Rabiya	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Akhtar Farida	Member/ Parent	
Rosalia Gonzalez		
Lorraine Macia	Member/ Parent	
Rosemary Campili	Member/UFT Teacher	
Laurie Tsanatelis	Member/ UFT Teacher	
Jennifer Kayam	Member/ UFT Teacher	
Kimberly Arias	Member/UFT Paraprofessional	
Alam Sarower	Member/UFT Paraprofessional	

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

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

#### **Strong Schools, Strong Communities**

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

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

#### **The Framework for Great Schools and SCEP 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 School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

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

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

#### **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 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 Educational 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:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- 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 SCEP Development**

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** 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:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

## Section 4: SCEP Overview

Develop a narrative summary that includes:

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

Our school's vision statement, "Building a School-Wide Culture of Learning for PS 179 includes staff, students, and families ." Our school's mission statement is, "Success for all students by meeting the needs of individual learners through specific strategies in teaching with an emphasis on vocabulary and the four domains of literacy: reading, writing, speaking, and listening." We will address our school's vision and mission statement through our Instructional focus and implementation of school goals.

Our school wide Instructional Focus is that by the end of June 2016 we will increase our daily application of implementing "the usage of assessment during instruction" by using Domain 3, component 3B – strategic questioning and discussion techniques and component 3D monitoring student learning through formative and summative assessments and checks for understanding where students begin to self-assess, and 3C Engaging

Framework for Great Schools:

**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. Our focus will be to strengthen teacher teams through the Districts' s Guidance of Conducting Inquiry work in the subgroup of Students With Disabilities as a subgroup.

The element of the Framework, Collaborative Teachers, is an area of strength in which our school has made the most progress. Our key area of focus is to continue to strengthen teacher collaboration with a focus on vocabulary.

Our Instructional Focus is based on SED Integrated Intervention Team (IIT) March 2015 Report

Priority Needs and the end of year ADVANCE data from 2014 – 2015 and our staff has collectively chosen to focus on Assessment, both formative and summative, as an Instructional Focus. We are using Component 3D, Assessment in Instruction, from the Danielson Framework to guide our studies. Through professional learning communities within our building, as well as external professional development, we are analyzing the elements of effective assessment practices to inform and create effective instructional practices based on the Common Core Learning Standards and the most current student data. In addition, school leaders maintain an emphasis on 3B – Questioning and Discussion, which lends itself closely to 3D-Assessment in Instruction. The staff will focus on using assessment in instruction as a means to gather crucial data which will impact and inform planning curricula and instruction. Our goal is to create a flexible curriculum that meets the needs of all students. Data will be looked at frequently and in depth to ascertain trends and patterns. As a staff, we have identified benchmarks for reading, writing, and math to guide our analysis of data so that we may support our students and empower them to become college and career ready citizens of the world.

One characteristic of our school community is our diverse student population. Our English Language Learners, ELLS, comprise 49% of our student enrollment. We are unique in that we have new admittance from Asian locations such as Uzbekistan. There are 54% students who come from an Asian country, 26% students from a Hispanic background, 3% of Black culture, and 1% of a white origin which indicates students coming from diverse backgrounds and not one specific background. Students with IEPs include 15%. 84% of students are eligible for free lunch .

Many of our families are experiencing English for the first time. Our school's mission and vision statements support our school community's uniqueness of having a student population coming from diverse backgrounds. Our students and

families must have multiple experiences in English through reading, writing, speaking, and listening. The language barrier, contributes to many of our students not meeting proficiency in the Common Core Learning Standards.

The overall rating from the SED Integrated Intervention Team (IIT) March 2015 Report indicates several areas of Developing. The overall rating for the 2013 – 2014 Quality Review, QR, is Proficient. It also indicates that we met the target for Closing the Achievement Gap. We provide our students with the Common Core Learning Standards in all grades which includes English Language Learners and Students with Disabilities. Our school's strategic partnerships include the Office of English Language Learners, Literacy For Life(Orton Gillingham), and American Reading, provides opportunities for our teachers to become empowered with ESL strategies.

We continue in special initiatives that include Guided Reading in the Kindergarten and 1<sup>st</sup> Grade Classrooms. We have begun, Response to Intervention, RTI, including students with disabilities.

In the Framework of Great Schools, Collaborative Teachers is where our school has shown the most growth. The DTSDE has identified tenet 2 to show progress that our school has made because teachers are committed to the success and improvement of their classrooms and school.

- Our strengths include a cooperating staff who turnkeys strategies from their attendance at professional development to staff.
- We provide teachers with common preps so that they may be ready to support themselves in preparing their lessons with grade teachers.
- We have a vertical and horizontal team to address the needs of all students
- Teachers consistently monitor and adjust curricula
- We program intervisitations and have an instructional team who are instrumental in the turn-around of information to grade teams.

In the Framework of Great Schools, Effective School Leadership has gained momentum because the administration leads by example and nurture the professional growth of teachers and staff.

- Our goals/mission support the staff and students and families
- We strategically recruit, hire, and sustain personnel.
- We have established a partnership with the Food Bank of New York. We are recipients of grants from the city council and assembly, Target, Healthy Foods, Materials for the Arts, Donor's Choose, Mighty Milers, the Grow To Learn Garden Grant; Recycling Champions from Grow NYC; we received a NYC Eco Schools Litter-less grant; and PS 179 received a grant from Growing a Wild Brooklyn and Queens Pollinator Grant, and Brooklyn Children's Theatre.
- We have a growing parent participation using the Cool Culture partnership in the lower grades.
- All grades are involving the work of the Parent Teacher's Association and the Parent Coordinator.

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

**Section 5A – Framework for Great Schools Element – Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b></p> <ul style="list-style-type: none"> <li>For 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.</li> <li>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), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 3 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
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.	E
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><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<p>SED Integrated Intervention Team (IIT) March 2015 Report</p> <p>In Analyzing the School Quality Report the lowest performing grade was 3rd Grade with 1.93 as the median score. The subgroup of students in self contain class showed greatest need for change. This group ar in the 4th grade for the 2015 - 2016 school year.</p> <p>HEDI ratings show Developing in Priority Needs:</p> <p>SOP 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</p> <p>*There is some disconnect between written curricula, which is CCLS -aligned, and the delivery of instruction.</p> <p>*Higher Order Thinking Questions are partially implemented by all teachers</p> <p>*Push-in ESL teachers do not align teaching with needs addressed in the lesson plans and unit plans</p>		

SOP 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.

\*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.

\*Students with disabilities receive inconsistent support across classrooms.

SOP 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.

\*Both ESL and special education collaborative teacher teams do not sufficiently use parallel teaching, station teaching, alternative teaching, or co-teaching models to meet student needs.

\*Increase interdisciplinary work to infuse literacy into all content areas.

## **Part 2 – Annual Goal**

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

By June 2016, all teachers, including ESL and Special Education Teachers, instructing general education students, ELLs and students with disabilities, **will create units of study across the grades that will result in strategic short and long-range curriculum planning** that involves both ESL and Special Education Collaborative teacher teams to use parallel and alternative teaching that will be measured by a 5% increase of growth towards proficiency.

## **Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Researched Based Instructional Programs:</p> <ul style="list-style-type: none"> <li>• Go Math and Ready Gen</li> <li>• Learning A – Z for Guided Reading • Imagine Learning</li> <li>• STARS Universal Screener</li> <li>• <a href="http://www.google scholar.com">www.google scholar.com</a></li> <li>• Datacation to monitor data and oversight of the activities, such as periodic data analysis, learning</li> </ul>	<p>All students; ELLs and Students with Disabilities;</p> <p>ELLs with 3 or YOS.</p>	<p>September 2015 - June 2016</p>	<p>Principal, Assistant Principals, IEP Teacher, Testing coordinator; Literacy Coach, RTI/AIS Team, ESL teachers, Special Education Teachers.</p>

<p>walks, weekly meetings, etc. as well as the systems the school will utilize to ensure the action plan is implemented.</p> <ul style="list-style-type: none"> <li>•American Reading</li> <li>•My On Literacy Program</li> <li>•Orton Gillingham</li> <li>•Great Leaps and •Story Grammar Marker</li> </ul>			
<p>Strategies to Implement Change</p> <ul style="list-style-type: none"> <li>• Common planning time has been increased to 2 times per week to ensure the connection between written curricula, which is CCLS-aligned, and the delivery of instruction.</li> <li>• Incorporate checks for understanding school-wide</li> </ul> <p>*Include systems to provide oversight of the activities, such as periodic data analysis, cycles of observation and learning walks, weekly meetings</p> <ul style="list-style-type: none"> <li>• Teachers are implementing "collaborative discussion" models to increase High Order Thinking Questioning amongst the students.</li> <li>• Push-in ELL teachers are aligning their teaching with classroom teachers by common planning and adapting collaborative teaching models such as parallel teaching, station teaching, alternative teaching models</li> </ul>	<p>All students;ELLs and Students with Disabilities;</p> <p>ELLs with 3 or YOS.</p>	<p>September 2015 - June 2016</p>	<p>Principal, Assistant Principals, IEP Teacher, Testing coordinator;Literacy Coach, RTI/AIS Team, ESL teachers, Special Education Teachers.</p>

<ul style="list-style-type: none"> <li>• We are implementing the ELL pilot program in order to address the need for collaboration with push-in teachers and to utilize the <i>Language Arts Progressions</i> to increase student performance.</li> <li>• Teachers will use data and implement multiple activities to challenge students based on entry point such as ATS systems and student performance tests.</li> <li>• To address the need for student reflection and the tracking of learning, teachers set short and long term measurable goals for students with disabilities and ELLs by meeting and analyzing individual, grade, and school wide data to inform instruction during inquiry Monday.</li> </ul>			
<p>Structures and Professional Development</p> <ul style="list-style-type: none"> <li>• After School Programs</li> <li>• To infuse all classes with English language learners</li> <li>• Paraprofessionals to support Kindergarten teachers</li> <li>• To provide grade team meeting times during the school day</li> </ul> <p>There is an implementation of inter-classroom visitations among teachers to model and reflect on the various collaborative teaching models.</p>	<p>All students; ELLs and Students with Disabilities;</p> <p>ELLs with 3 or YOS.</p>	<p>September 2015 - June 2016</p>	<p>periodic data analysis, cycles of observation, learning walks, weekly meetings, etc. as well as the systems the school will utilize to ensure the action plan is implemented. Principal, Assistant Principals, IEP Teacher, Literacy Coach, RTI/AIS Team, ESL teachers, Special Education Teachers.</p>

<ul style="list-style-type: none"> <li>•Teachers are implementing programs such as Salvadori Prohgram "<i>Bridges</i>" and Food Bank "<i>Cookshop</i>" to increase interdisciplinary learning and collaborative opportunities.</li> <li>•To provide instructional team meetings after school</li> <li>•To provide curriculum planning meetings after school</li> <li>•To provide data team meetings after school</li> <li>•To follow the ESL push-in model</li> <li>•Learning A-Z technology professional development</li> <li>•American Reading professional development</li> <li>•Orton Gillingham Professional Development</li> <li>•OELL, Office of English Language learners</li> </ul>			
<p>Engaging Families</p> <ul style="list-style-type: none"> <li>•Parent Tuesday •Parent Coordinator outreach to families for data workshops and CCLS</li> <li>•Translation Headsets and Big Word Translators</li> </ul>	<p>Parents in All Grades</p>	<p>September 2015- June 2016.</p>	

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> <li>•3 AIS/RTI Teachers</li> <li>•Paraprofessionals to support kindergarten teachers</li> </ul>

- STARS Universal Screener
- 1 Literacy Coach
- Orton Gillingham Professional Development
- American Reading Professional Development
- Attanasio and Associates Curriculum Books
- NIA, Neighborhood Improvement Association for parent involvement
- Imagine Learning
- Datacation
- CUNY tech support
- Per Diem Funding – substitute teachers to cover staff during professional development
- Per Diem Funding – after school programs for teachers and administration
- Per Session for Paraprofessionals for translation
- Per Session Funding – Teachers and Administration to meet for data analysis, curriculum, and instructional teams.
- Big word translation
- Equipment for translation

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

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

### Part 5 – Progress Monitoring

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

1. In September all students are administered specific Baseline Assessments in Literacy and Math to identify student needs and inform instruction and curriculum. The specific Baseline Assessments are: Go Math-Beginning of the Year Assessment; Fountas and Pinnell (Running Records); American Reading Company (Baseline Conference); and NYC Performance Task-Baseline Writing (All Grades), Math (Grade3) and Science (Grade 4) MOSL and Orton Gillingham for phonemic awareness and fluency. We will progress monitor students with disabilities school wide.
2. In September RTI work will continue with an emphasis on previous year's students.
3. In September, administration analyzed data from the ELA and Math State exams and the writing MOSL assessments. A needs assessment was completed to identify specific skills to strengthen. Each week a specific skill is the focus and a cumulative assessment is given at the end of the week. Each week’s assessment is analyzed and the classroom teacher uses the data to inform daily instruction.

4. By October, STARS Universal Screen Data will be analyzed, Data, Instructional and Curriculum After School Teams

5. Progress Monitoring for student success is ongoing with the use of Assessment in Instruction, our instructional focus, daily to adjust lessons and curriculum. Along with teacher made assessments (formal and informal), students are monitored through school-wide benchmarks such as- End of Unit Assessments in Go Math, Ready Gen and Unit Writing Performance Tasks, ELL Periodic Assessment in October, CCLS ELA and Math Periodic Assessments in December, Fountas and Pinnell Running Records (Grades K and 1), American Reading Conferencing (Grades 2-5) and Orton Gillingham Phonemic Awareness and Fluency (Grades K-2) in December, February, April and June.

6. In February 2016, an analysis of the Fall Benchmark in ELA and Math will determine the impact of the rigorous instruction on all students with an emphasis on current level 2 students and inquiry students. Additionally, an analysis of the second administration of Fountas and Pinnell will determine student reading-progress.

**February Results:**

In analyzing data from February 2016 benchmark assessments in ELA (Fountas and Pinnell and American Reading) and Math (MOY Go Math Assessment), we have made significant growth of 87% and higher in student reading levels. In Math, there was a 30% increase in student mat levels.

Kindergarten\*\*\*64% of students made growth in Kindergarten

\* End of February 2016

> 153 Students - 20 Above= 13%

\* 48 On Level= 31%

\* 31 Approaching= 20%

\* 54 Below= 35%

\* End of June all students should be at at Level E

1st Grade\*\*\*91% of students made growth in 1st Grade

\* End of February 2016

> 157 Students - 42 Above= 27%

\* 27 On Level= 17%

\* 28 Approaching= 18%

\* 60 Below= 38%

\* End of June all students should be at or between Level K

2nd Grade\*\*\*97% of students made growth in 2nd Grade

\* End of February 2016

> 152 Students - 26 Above= 17%

\* 26 On Level= 17%

\* 27 Approaching= 18%

\* 73 Below= 48%

\* End of June all students should be at or between 2R 2.75-White 3.00

\*\*\*3rd Grade \*\*\*96% of students made growth in 3rd Grade

\* End of February 2016

> 135 Students - 5 Above= 4%

\* 20 On Level= 15%

\* 16 Approaching= 12%

\* 94 Below= 70%

\* End of June all students should be at or between White 3.75-Black 4.00

4th Grade\*\*\*96% of students made growth in 4th Grade

\* End of February 2016

> 136 Students - 17 Above= 12.5%

\* 3 On Level= 2%

\* 17 Approaching= 12.5%

\* 99 Below= 73%

\* End of June all students should be at or between Black 4.75-Orange 5.00

\*\*\*5th Grade\*\*\*83% of students made growth in 5th Grade

\* End of February 2016

> 146 Students - 9 Above= 6%

\* 5 On Level= 3%

\* 32 Approaching= 22%

\* 100 Below= 68%

\* End of June all students should be at or between Orange 5.75-Purple 6.00

Fountas & Pinnell Reading Levels

Grade September December February April June

K Pre-Reading A B/C D E

1 D/E F G/H I/J K

American Reading Levels

Grade September December February April June

2 2B 1.75--1R 2.00 1R 2.00-1R 2.24 1R 2.25-2R 2.50 2R 2.50-2R 2.75 2R 2.75-White 3.00

3 2R 2.75-White 3.00 White 3.00-White 3.24 White 3.25-White 3.50 White 3.50-White 3.75 White 3.75-Black 4.00

4 White 3.75-Black 4.00 Black 4.00-Black 4.24 Black 4.25-Black 4.50 Black 4.50-Black 4.75 Black 4.75-Orange 5.00

5 Black 4.75-Orange 5.00 Orange 5.00-Orange 5.24 Orange 5.25-Orange 5.50

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

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

**Section 5B – Framework for Great Schools Element – Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

**Part 1 – Needs Assessment**

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:**

- For 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), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	D
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	D
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	D
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	D

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- 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.

SED Integrated Intervention Team (IIT) March 2015 Report

Priority Needs :

\*Provide teachers with an overview of appropriate social and emotional development for students in pre-kindergarten through grade five and identify significant benchmarks, including expectations for students completing grade five

**Part 2 – Annual Goal**

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

By June 2016, 100% of teachers will be able to identify benchmarks in social and emotional development for students in pre-kindergarten through grade five resulting in a decrease in overall infractions as measured by the OORs Reporting System.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Research-Based Programs</p> <ul style="list-style-type: none"> <li>•Guidelines and Resources for SEDL, social-Emotion and Development in Learning in New York State</li> <li>•Conditions for Learning Survey</li> <li>•Behavior Experts</li> <li>•Pupil Path in DataCation</li> </ul>	<p>All students in Grades prek -5</p>	<p>September 2015 –June 2016</p>	<p>Administration, Guidance Counselors, SBST, Parent Coordinator</p>

<ul style="list-style-type: none"> <li>•Anti Bullying Assembly</li> <li>•PBIS system</li> </ul>			
<p>Strategies</p> <ul style="list-style-type: none"> <li>•Celebrate student improvement in attendance, academics,behavior</li> <li>•Review the referral form process for support services.</li> <li>•Survey students in grades 1-5 about their school in four areas: safe climate; academic expectations; being known by one adult</li> <li>•College and Career Readiness Starters: Morning Announcements</li> <li>• Girl Scouts• Salvadori Project•LEAP•NIA•NMA</li> <li>•Partner with Boy Scouts</li> <li>•Implement Green Team and Penny Harvest</li> <li>•Implement Library Squad and Mouse Squad</li> </ul>	All students in Grades prek -5	September 2015 –June 2016	Administration, Guidance Counselors, SBST, Parent Coordinator
<p>Structures</p> <ul style="list-style-type: none"> <li>•Monday/Tuesday Extended teacher time will include Guidance Counselors to provide teachers with an overview of appropriate social and emotional development for students in pre K through Grade 5.</li> <li>• Guidance Counselors will identify significant benchmarks for all grades including expectations for students completing grade five.</li> <li>•Attendance Team will analyze trends in student</li> </ul>	All students in Grades prek -5	September 2015 –June 2016	Administration, Guidance Counselors, Teachers,SBST, Parent Coordinator

<p>attendance and mobility rates</p> <ul style="list-style-type: none"> <li>•Guidance Counselors will analyze counseling referrals</li> <li>•Guidance Counselors determine effectiveness of support.</li> <li>•The School Social Worker/Guidance Counselors will create strategies for Educating the Whole Child and Engaging the Whole School</li> <li>• The PBIS team will review referrals with the guidance counselors as to align the developmental needs of students</li> </ul> <p>be part of the RTI Team</p> <ul style="list-style-type: none"> <li>• Lunch periods will begin with a review of appropriate cafeteria behavior with support from NIA, Neighborhood Music and Arts</li> </ul>			
<p>Engaging Families</p> <ul style="list-style-type: none"> <li>•Use the HLS to identify families by culture in order to create a video in native language to describe Chancellor Regulations and school policies. •Parent Handbook in translated languages• Pupil Path</li> <li>•Teachers across all grades will present parent workshops on parent Tuesdays, assemblies, and celebrations.</li> <li>•Parent Coordinator will have parent workshops to give DOE web based data information system,</li> </ul>	<p>All parents in all grades</p>	<p>September 2015 –June 2016</p>	<p>Administration, Guidance Counselors, Teachers,SBST, Parent Coordinator</p>

nutritional workshops Food Bank			
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**Part 4 – Budget and Resource Alignment**

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

- Classroom teachers
- Paraprofessionals to translate
- Out of the Box Program
- 2 Guidance Counselors – Lower and Upper elementary
- DataCation
- Professional Development – SEDL
- Educational Consultants for student programs and assemblies
- Per Session for PBIS Team
- Weather Bug Station
- Per Session for College and Career readiness programs: Girl Scouts, Green Team, Penny Harvest, Library Squad, Mouse Squad
- Supplies for School Store Rewards
- Per Diem coverage for PBIS Team to review webinars
- Translators
- CASA Grant
- Food Bank Resources for parent involvement

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

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

**Part 5 – Progress Monitoring**

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

1. By September 2015, teachers will implement lesson designed on the criteria of a school-wide positive behavior system.
2. By the beginning of October, guidance counselors will meet with grade teams to identify benchmarks in SEDL.
3. By the beginning of October, the guidance counselors will meet with the attendance team.
4. By the beginning of November, attendance will begin to track attendance mobility.
5. Every 1<sup>st</sup> week of the month, students will attend an awards ceremony with parent participation.
6. 2<sup>nd</sup> Quarter report card scholarship recognition.
7. By October 2015, college and career readiness programs will be implemented.
8. By October 2015, PBIS Team will begin and will include student council
9. By November 2015, introduce teachers to Class Dojo to monitor student behaviors.
10. By January 2016, the attendance team will conduct its first attendance breakfast.
11. By beginning of February conduct RESPECT FOR ALL.
12. By beginning of February have first annual College Day with staff in classrooms.
13. By April 2016, the attendance team will assess student mobility rate and attendance.

February Results:

Upon data analysis of the 2015 - 2016 OORS report we have a decrease in overall infractions by more than 50%.

1. At the beginning of September, teachers school-wide implementd lessons designed on the critieria of school-wide positive behavior system(PBIS)
2. At the beginning of October, the guidance counselors met with the attendance team monthly to track mobility and attendance until the end of June.
3. Starting in November attendance has been tracked daily, to monitor attendance to monitor attendance mobiliity of specific targeted students who have less than 90% attendance, per chancellors regulation A -210
  - a. Students who fall into this target group continue to be tracked and awarded with an attendance breakfast (March 11) to encourage improved attendance.
4. Every 1st week of the month has been award cereominies for academics and social and emotional.
5. PBIS Team now includes student council members.
6. Students continue to be part of the daily announcements.
7. College and Career Day was conducted across the K-5 in classrooms.

8. Students participated in Respect for All, No One Eats Alone Day, and a Cyberbullying Assembly.
9. Between 50- 60% of staff member implement Class Dojo into the Kensington PBIS reward system.
- 10 March 1st Assembly recognized the 2nd Quarter Report Card for principal and assistant principal 2nd quarter grades.
11. In April, the attendance team will assess student mobility rate and attendance and make adjustment based on data.

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

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

**Section 5C – Framework for Great Schools Element – Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

**Part 1 – Needs Assessment**

<b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</b>		
<ul style="list-style-type: none"> <li>For 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.</li> <li>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), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	D
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	D
<b>Part 1b. Needs/Areas for Improvement:</b>		
<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<p>SED Integrated Intervention Team (IIT) March 2015 Report</p> <p>Priority Needs</p> <p>* Great Leaps teachers continue in Response to Intervention (RtI) Great Leaps protocols so they can provide individualized literacy instruction to additional students in grades one through five.</p> <p>* Teachers should integrate rich discourse through collaborative discussion and encourage students to build on other’s responses through the use of accountable talk stems at least once per lesson and should monitor discussion of all students and ensure equal participation by ELLs through various methods. .</p> <p>*Teachers must cohesively monitor researched, instructional strategies during a 4 – 6 week process for instructional adaptations from Grade Team Meetings and BFSC.</p> <p>*Teachers meet and should continually monitor these activities and make adjustments as necessary.</p>		

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified

priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be a 3% increase of all students including English language learners and students with disabilities, in meeting proficiency by the delivery of improved, cohesive, researched-based instructional strategies and intervention programs such as Great Leaps and Leveled Literacy, MyON, and STAR universal screener.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Research-based instructional programs</p> <ul style="list-style-type: none"> <li>•Ready Gen</li> <li>•Go Math</li> <li>•Leveled Literacy/MyOn</li> </ul>	<p>All Students</p>	<p>September 2015 – June 2016</p>	<p>Principal, Assistant Principals, IEP Teacher, Literacy Coach, RTI/AIS Team, ESL teachers, Special Education Teachers.</p>

<ul style="list-style-type: none"> <li>•Great Leaps</li> <li>•STAR Universal Screener</li> <li>•All teachers will analyze student formative and summative assessments to form student goals with students or team based on assessments.</li> <li>•Reasearhed-based instructional strategies will be supplemented by other resources to meet the needs of students <a href="http://googlescholar">http://googlescholar</a> and <a href="http://elallie.com/">elallie.com/</a> GoalBook</li> <li>•Assistant Principals will guide the structure of the lesson by establishing the flow of the day</li> <li>•TEQ professional development and use of smartboard integration in lessons</li> </ul>			
<p>Strategies to address the needs of students</p> <ul style="list-style-type: none"> <li>•Learning objective will state what students are going to learn and how they learn the skill,</li> <li>•RTI and classroom teachers will look at STAR data</li> <li>•RTI teacher will analyze STAR data</li> <li>•All Teachers will meet during Monday Inquiry work.</li> <li>•All teachers will provide visualizations, pictures, graphs and multiple writing experiences to improved</li> </ul>	All Students	September 2015 – June 2016	Principal, Assistant Principals, IEP Teacher, Literacy Coach, RTI/AIS Team, ESL teachers, Special Education Teachers.

comprehension of all content areas

- All teachers will use the Tier chart for vocabulary

- Learning Objectives will state what students are going to learn and how they are going to learn the skill along with Language Objectives

- All teachers will look at content to analyze possible student misconceptions.

- Students will have multiple opportunities to speak to each other.

- Based on assessments, strategy charts will support student learning.

- Based on assessments, exemplars for student learning will be implemented across the grade.

- All teachers will have data growth charts that will be monitored with students

- Teachers will participate in classroom visitations across the grades vertically and horizontally

- Strategies for 5 Pillars of literacy

- Teachers will start lessons in subgroups after initial assessments

- All teachers will have Higher Order Thinking Question Charts

<ul style="list-style-type: none"> <li>•Progress monitoring of goals from assessments</li>   <li>•There will be a school-wide flow of the lesson to include mini lesson, independent practice with conference, share out</li>   <li>•Documentation of checks for understanding and student engagement</li>   <li>•Target students for after school programs</li> </ul>			
<p>Professional Development</p> <ul style="list-style-type: none"> <li>•Professional development in Deconstructing the Text and Sentence</li>   <li>•Professional development in sentence frames and DOK, Depths of Knowledge</li> </ul> <p>Principal, Assistant Principals, IEP Teacher, Literacy Coach, RTI/AIS Team, ESL teachers, Special Education Teachers. American Reading to support stamina in reading</p> <ul style="list-style-type: none"> <li>•Guided Reading Stations</li>   <li>•Professional learning sessions on Monday</li>   <li>•RTI Team will provide strategies for the 5 pillars of literacy</li>   <li>•Question and Discussion Techniques</li>   <li>•Orton Gillingham to support phonemic awareness</li>   <li>•How to Creating sub groups by looking at student work</li> </ul>	All Students	September 2015 – June 2016	Principal, Assistant Principals, IEP Teacher, Literacy Coach, RTI/AIS Team, ESL teachers, Special Education Teachers.

<p>Engaging Families</p> <ul style="list-style-type: none"> <li>•Parents will be invited to 4 official meeting times with teachers</li> <li>•Parent Tuesdays will provide workshops about how to teach the skills that their child is learning</li> <li>•Parent Tuesdays will provide parents will packets.</li> <li>•Grade Teams will create web based teacher pages and hard copy newsletters to inform parents what their child is learning in school.</li> <li>•Learning A – Z for parents</li> </ul>	All Students	September 2015 – June 2016	Principal, Assistant Principals, IEP Teacher, Literacy Coach, RTI/AIS Team, ESL teachers, Special Education Teachers.
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**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<ul style="list-style-type: none"> <li>•Per Session for Teacher Teams and administrators to meet after school</li> <li>•Teachers</li> <li>•Per Session for teachers and administrators to work in after school programs.</li> <li>•Professional Development Brienza</li> <li>•Professional development STARS</li> <li>•Per Diem for substitute teachers to cover classroom teachers for class room intervisitions.</li> <li>•Parent Involvement for Learning A – Z</li> <li>•Supplies for classroom environments such as printers, ink, charts, notebooks, pencils, markers, laptops.</li> </ul>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 <sup>st</sup> Century	X	C4E
X	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

**Part 5 – Progress Monitoring**

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

- During the first week of school, students in Grades 2 – 5 will have structure notebook organization established in all content areas.
- By September 2015 – Orton Gillingham professional development for all teachers, Pre K – 5 will begin.
- By October 2015, labsites for classroom visitations will begin for strategies to meet the needs of students.
- By November, the RTI team begins to notify teachers for students who need researched interventions.
- By November 2015, strategies for looking at student work in grades teams begin
- By December 2015, all teachers will be immersed in analyzing data of their students.
- By February 2016, teacher will analyze data from pre and post assessments from after school programs to show an increase in student growth.

February Results:

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

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

**Section 5D – Framework for Great Schools Element – Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</b></p> <ul style="list-style-type: none"> <li>For 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.</li> <li>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), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 2 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
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 (SCEP).	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.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<p>SED Integrated Intervention Team (IIT) March 2015 Report</p> <p>Priority Needs:</p> <p>* School Leaders should monitor inquiry work and cohesive strategies during a 4 – 6 week process for instructional adaptations.</p> <p>*School leaders should disaggregate and analyze data, on a continual basis to better understand the significance and to evaluate the instructional program’s impact on student achievement in order to inform strategic decisions and to continue to make corrective adjustments.</p> <p>*The school leader should develop a schedule so that current Great Leaps teachers continue training staff in Response to Intervention (RtI) Great Leaps protocols so they can provide individualized literacy instruction to additional students in grades one through five.</p>		

**Part 2 – Annual Goal**

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

By June 2016, school leaders will have developed a schoolwide cycle of inquiry which will show an increase of at least 80 % of teachers using inquiry work in their daily instructional practices as evidenced through informal walkthroughs, informal feedback forms, formal observations and student work related to the inquiry work.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Research-based instructional programs, professional development, and or systems and structures needed to impact change</p>	<p>All Teachers</p>	<p>September 2015 – June 2016</p>	<p>September 2015 – June 2016</p>

<ul style="list-style-type: none"> <li>•School leaders will continue to disaggregate data on a continual basis to better understand the significance of an instructional program.</li> <li>•Leaders will develop a schedule for AIS/RTI Interventions, such as Great Leaps from Grades 1 -5, and Leveled Literacy.</li> <li>•Talent Coach from the district will increase school leader’s capacity to provide effective feedback to teachers.</li> </ul>			
<p>Strategies to address the needs of students with disabilities, ELLs, and high needs groups</p> <ul style="list-style-type: none"> <li>•Analyze the trends of subgroups using MOSL data from May 2015</li> <li>•Analyze the trends of subgroups using EOY data from Go Math 2015</li> <li>•Look at attendance of previous year for sub groups</li> <li>•School leaders will track teacher profess through ADVANCE.</li> <li>•Teachers will complete a self-reflection form to analyze professional development in the Danielson Framework that is needed.</li> </ul>	All Teachers	September 2015 – June 2016	September 2015 – June 2016
<p>Professional Development</p> <ul style="list-style-type: none"> <li>•Teachers will receive professional development in understanding the rating system of the Danielson Framework</li> </ul>	All Teachers	September 2015 – June 2016	Principal, Assistant Principals, IEP Teacher, Literacy Coach, RTI/AIS Team, ESL teachers, Special Education Teachers

<ul style="list-style-type: none"> <li>•Teachers will collaborate on creating smart goals for students.</li> <li>•Teachers will receive professional development in understanding the Quality Review Rating System and State Review</li> <li>•Instructional walkthroughs with staff of classroom environments both horizontally and vertically</li> </ul>			
<p>Family Engagement</p> <ul style="list-style-type: none"> <li>•Create family newsletter on school website</li> <li>•During Parent Tuesdays, parents will participate in workshops that provide staff members the opportunity to do teacher demonstrations</li> </ul>	All teachers	September 2015 – June 2016	Principal, Assistant Principals, IEP Teacher, Literacy Coach, RTI/AIS Team, ESL teachers, Special Education Teachers

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> <li>•Professional Development of Danielson Framework</li> <li>•Per Session for Data Team</li> <li>•Great Leaps materials for RTI teachers</li> <li>•Per Diem to cover teachers Grade Teams</li> <li>•STAR Universal Screener</li> </ul>											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 <sup>st</sup> Century	X	C4E
X	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
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- By September 2015, School Leaders will create a schedule to organize new teachers, un-tenured teachers, teachers as per Measures of Teacher Practice.
- By the first week of every month, school leaders will look at teacher performance as indicated by ADVANCE reports.
- By December 2015, leaders will progress monitor the components of the Danielson Framework.
- By February 2016, leaders will complete an analysis to indicate teachers who are expected to be rated ineffective or developing.

February Progress:

Domain 1: Planning and Preparation- Overall HE - 31%; E - 63%; D - 5%

Component 1A - At least 73% of teachers are being rated at Effective Planners; 27% rated as Highly Effective Planners.

Component 1E - At least 57% of teachers are being rated in planning instruction to meet the needs of individual learners; while 31% are being rated as highly effective

Domain 3: Instruction: Overall- HE - 21%; E - 71%; D - 8%.

Component 3B- HE - 9%; E- 82%; D - 9%

Component 3C- HE- 32%; E 60%; D -9%

Component 3D- HE 20%; E-75%; D -5%

School Leaders met with Grade 4 and Grade Team Members for Inquiry in complete cycles.

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

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

**Section 5E – Framework for Great Schools Element – Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</b></p> <ul style="list-style-type: none"> <li>For 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.</li> <li>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), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 6 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	D
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	D
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<p>SED Integrated Intervention Team (IIT) March 2015 Report</p> <p>Priority Needs :</p> <ul style="list-style-type: none"> <li>* Develop a plan for the 2015-16 school year to utilize well-attended parent events.</li> <li>*Improve the usage of translation headsets to improve communication with parents.</li> <li>*Teachers increase regular communication with students and families to achieve high expectations for student academic achievement.</li> <li>*Parents receive data from the school community that promotes a dialogue among parents and students to empower families to understand and use data to advocate for appropriate support services.</li> </ul>		

**Part 2 – Annual Goal**

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

By June 2016, there will be an increase in communication with parents regarding student progress by 5% as measured by the 2016 learning environment survey

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Research-based instructional programs, professional development, and systems and structures needed to support change</p> <ul style="list-style-type: none"> <li>•The school leaders should develop a plan to utilize well-attended parent events</li> </ul>	<p>All teachers</p>	<p>September 2015 – June 2016</p>	<p>Principal, Assistant Principals, IEP Teacher, Literacy Coach, RTI/AIS Team, ESL teachers, Special Education Teachers</p>

<ul style="list-style-type: none"> <li>•Imagine Learning Intervention program to be used during classtime</li> </ul>			
<p>Strategies to address the needs of students with disabilities, ELLS, and high needs students</p> <ul style="list-style-type: none"> <li>•The IEP teacher will work with the Special Education teachers to engage students with multiple strategies for success</li> <li>•ESL teachers will collaborate with General Education teachers to identify cognates in languages</li> <li>•Students will create events to show level of improvement during open house events.</li> </ul>	All teachers	September 2015 – June 2016	Principal, Assistant Principals, IEP Teacher, Literacy Coach, RTI/AIS Team, ESL teachers, Special Education Teachers
<ul style="list-style-type: none"> <li>•School will have documents translated into the many languages spoken in school.</li> <li>•Teachers will identify documents that are needed.</li> <li>• Create a Parent Handbook to be translated into the dominant languages of our school community.</li> <li>• Translators will be available at all monthly PTA meetings, Parent Teacher Conferences and at all parent workshops.</li> <li>• Parents will be invited to school for various celebrations</li> <li>• Workshops will be provided throughout the school year teaching parents how to assist their children</li> </ul>	All teachers	September 2015 – June 2016	Principal, Assistant Principals, IEP Teacher, Literacy Coach, RTI/AIS Team, ESL teachers, Special Education Teachers

<p>with Homework help, reading,</p> <p>ELA and Math curriculum</p> <ul style="list-style-type: none"> <li>•Raz Kids web based reading program to use at home with parents</li> <li>• Parents will be encouraged to join school committees, Parent Teacher Organizations, and Volunteer in the school and classrooms through the Learning Leaders program</li> <li>• Increase parental communication regarding grade level expectations, curriculum, student progress, and events.</li> <li>• Our school will create important documents in the many languages spoken in our school, provide translators at curriculum workshops and PTA meetings. We have also labeled our school according to the languages spoken at our school. Our consistent work with various staff developers has provided the staff with strategies for implementing multiple entry points for all students</li> </ul>			
<p>Strategies to promote family and community ties and increase parent involvement</p> <ul style="list-style-type: none"> <li>•Multicultural Events representing the cultures of the community</li> <li>•Translation using staff for family engagements</li> <li>•Learning Leaders</li> </ul>	<p>All teachers</p>	<p>September 2015 – June 2016</p>	<p>Principal, Assistant Principals, IEP Teacher, Literacy Coach, RTI/AIS Team, ESL teachers, Special Education Teachers</p>

<ul style="list-style-type: none"> <li>•Cool Cultures</li> <li>•Cookshop for Families</li> <li>•Celebration of student achievements</li> <li>•School Events</li> </ul>			
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**Part 4 – Budget and Resource Alignment**

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

- Research-based programs
- Assemblies for cultural events for parent involvement
- Cool Cultures
- Learning Leaders
- NIA Workshops
- Cook shop for families
- LEAP Workshops for families
- Salvadori parent workshops
- Staff Developer in parent engagement
- Guidance Counselors per session work
- Per Session for teachers
- Raz Kids
- Per Diem for substitutes to cover teachers in professional development
- Assembly- parent involvement

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

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

**Part 5 – Progress Monitoring**

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

- By December 2015, parents will be surveyed about the Parent Tuesdays.
- All letters to parents are translated into 5 languages.
- Communicate with parents: School Messenger, School Web Site, Monthly Calendar, and Newsletter.
- Workshop for Families: Cool Culture Family Pass for Pre-k and Kindergarten; Learning Leaders; making the transition to Middle school Workshop for 5th Grade Parents; Girl Scout Registration, , workshop for Parents, Understanding the IEP Process
- Parent Self Help - Adult GED Test Preparation; How to Treat and Prevent Bed Bugs: Brooklyn Public Housing Rental Assistance Workshop; Dental Care Workshop; How to Choose Books Using the Dewey System

A video exists and will be shown to parents by the March PTA meeting.

- Parent handbook exists in English, Spanish, Bengali, Russian. and Chinese.
- Monthly - PTA meetings, PTA Movei Night: PTA Holiday Sale; Students of the Month?PBIS Award Assembly, Food Bank Distribution; Cookshop for Families
- By September 2015 - Implement the following workshops for parents: How to treat and prevent Bed Bugs Workshop; Brooklyn Public Housing Rental Assistance Workshop; Curriculum Week; Parent Orientation; September PTA Meeting.
- Created Welcoming Environment for families- Curriculum Week; Pre-K Open School Tours in which prospective parents were invited to learn about our school's Pre-K program; Kindergarten Open School Tours; Dr. Seuss Literacy Day in which parents were invited to read to their child's class; Parent- Teacher Conferences; Assisted 5<sup>th</sup> grade parents by organizing a Chocolate Fundraiser to reduce the cost of the senior trip; Scholastic Book Fair; Celebrated the diversity of the community by hosting a Chinese Acrobats Family Show; Career Day in which the parents and members of the community will be invited to speak to the students;

es. 179 will look at how can schools create welcoming environment for families and take advantage of By March 2016, Dr. Seuss Literacy Day in which parents are invited to read to their child's class; PTA Meeting; Scholastic Book Fair; Parent Teacher conferences; Learning Environment Survey Assistance workshops; Family Reading Night;

- June 2016 – parents will be invited to end of year ceremonies in student grade promotions. A video exists and will be shown to parents by the March PTA meeting.

### **Progress Monitoring**

<b><u>September</u></b>	<b><u>Event</u></b>	<b><u>Time</u></b>
8	Cool Culture Family Registration for PreK-Kinder	9:00-12:00 PM
17	Parent-Teacher Conferences	4:30-7:30 PM
22	Food Bank Distribution	2:45-4:00 PM
29	Middle School Informational Assembly-5 <sup>th</sup> Grade Parents	8:45AM & 2:45PM
<b><u>October</u></b>	<b><u>Event</u></b>	<b><u>Time</u></b>
2	Welcome Meeting-Parent Volunteers	9:00 AM
5 <sup>th</sup> ,6 <sup>th</sup> ,and 7 <sup>th</sup>	Learning Leaders Training	8:30AM-10:30AM
13	PTA Meeting	8:45 AM
20	Food Bank Distribution	2:45-4:00 PM

21 <sup>st</sup> , 22 <sup>nd</sup> , and 23 <sup>rd</sup>	PTA Pumpkin Patch	ALL DAY
23	Centennial Celebration	9:00AM-11:00AM
30	PTA Movie Night/Halloween Activities	4:30PM-7:00PM
<b>November</b>	<b>Event</b>	<b>Time</b>
4	"Help your child to get ready to learn"-Pre-K and 2 <sup>nd</sup> Grade Parents	9:00 AM
5	Parent-Teacher Conferences	12:30-2:30 & 4:30-7:30PM
10	PTA Meeting/"It's Your Turn" by Learning Leaders	5:30 PM
12	Student of the Month/PBIS Award Assembly	8:10-10:50 AM
16 <sup>th</sup> and 17 <sup>th</sup>	PTA Picture Day	ALL DAY
17	Library Workshop "Dewey System"	2:45-3:30 PM
20	Tour to Ditmas I.S. 62 – 5 <sup>th</sup> Grade Parents	8:30- 10:00 AM
24	Middle School Meeting – 5 <sup>th</sup> Grade Parents	9:00 AM
24	Food Bank Distribution	2:45-4:00 PM
<b>December</b>	<b>Event</b>	<b>Time</b>
2	Kindergarten Tour	8:45 AM
3	Student of the Month/PBIS Award Assembly	8:10-10:50 AM
4	Kindergarten Tour	8:45 AM
8	PTA Meeting/LEAP Holiday Workshop	8:45 AM
17	Cookshop for Families Workshop	10:30 AM
18	Cool Culture "Get out and go" Workshop (Pre-K-Kinder)	9:00 AM
21	Kinder and 1 <sup>st</sup> Grade Holiday Shows	9:00 AM
21 <sup>st</sup> , 22 <sup>nd</sup> and 23 <sup>rd</sup>	PTA Holiday Shop	8:45 AM-1:30 PM
22	2 <sup>nd</sup> and 3 <sup>rd</sup> Grade Holiday Shows	9:00 AM
22	Food Bank Distribution	2:45-4:00 PM
23	4 <sup>th</sup> and 5 <sup>th</sup> Grade Holiday Shows	9:00 AM
<b>January</b>	<b>Event</b>	<b>Time</b>
7	Student of the Month/PBIS Award Assembly	8:10 – 10:50 AM
8	Kindergarten Tour	8:45 AM
9	Adult GED Test Preparation by LEAP	9:30- 12:00 PM
11	PTA Meeting/ Focus-5 <sup>th</sup> Grade Activities	9:30 AM
11	Kindergarten Tour	8:45 AM
14	Cookshop for Families Workshop	10:30 AM
19	Food Bank Distribution	2:45-4:00 PM
21	PTA 5 <sup>th</sup> Grade Senior Pictures	ALL DAY
23	Adult GED Test Preparation by LEAP	9:30-12:00 PM
30	Adult GED Test Preparation by LEAP	9:30-12:00 PM
<b>February</b>	<b>Event</b>	<b>Time</b>
2	PTA Meeting "Chinese Acrobats"	5:30-7:00 PM
3	"Help your Child Grow as a Writer" Workshop by Learning Leaders	9:00-11:00 AM
4	Student of the Month/PBIS Award Assembly	8:10-10:50 AM
4	Pre-K Tour for Prospective Parents	9:00- 10:00 AM
9	Food Bank Distribution	2:45-4:00 PM
10	PTA Valentine's Day Sale	10:30-1:30 PM
10	Pre-K Tour for Prospective Parents	9:00-10:00 AM
11	PTA Valentine's Day Sale	10:30-1:30 PM
11	CookShop for Families Workshop	10:30 AM
12	PTA Cupcake Sale	10:30-1:30 PM

24	Pre-K Tour for Prospective Parents	9:00-10:00 AM
26	100 <sup>th</sup> Day of School Activities	ALL DAY
27	Adult GED Test Preparation by LEAP	9:30-12:00 PM

<b>March</b>	<b>Event</b>	<b>Time</b>
2	Dr. Seuss Birthday Celebration	8:30-11:00 AM
3	Parent- Teacher Conferences	12-30AM- 8:00 PM
5	Adult GED Test Preparation by LEAP	9:00-12:00 PM
8	PTA Meeting/IDNYC Information Session	9:00- 10:00 AM
8	“How to Complete the NYC School Survey” Workshop	2:30 PM
10	Cookshop for Families Workshop	10:30 AM
10	Student of the Month/PBIS Award Assembly	8:10-10:50 AM
11	Attendance Parent Workshop	9:00-10:00 AM
12	Adult GED Test Preparation by LEAP	9:30-12:00 PM
15	“How to Complete the NYC School Survey” Workshop	2:30 PM
19	Adult GED Test Preparation by LEAP	9:30-12:00 PM
22	Food Bank Distribution	2:45-4:00 PM
24	PTA Cupcake Sale	10:30-1:30 PM
	“How to help your child with test Anxiety” Workshop	

<b>April</b>	<b>Event</b>	<b>Time</b>
2	Adult GED Test Preparation by LEAP	9:30-12:00 PM
9	Adult GED Test Preparation by LEAP	9:30- 12:00 PM
12	PTA Meeting/ “Dental Care” by Empire Blue Cross	9:00 AM
14	Cookshop for Families Workshop	10:30 AM
19	Food Bank Distribution	2:45-4:00 PM
	“Understanding the IEP Process”	
	“How to prevent Bed Bugs” Workshop	

<b>May</b>	<b>Event</b>	<b>Time</b>
5	April- May Student of the Month/PBIS Award Assembly	8:10-10:50 PM
12	Cookshop for Families Workshop	10:30 AM
20	Career Day	ALL DAY
24	Food Bank Distribution	2:45-4:00 PM
26	Cookshop for Families Workshop	10:30 AM
	Brooklyn Public Rental Assistance Workshop	

<b>June</b>	<b>Event</b>	<b>Time</b>
1	Arista Archon Ceremony	
2	Student of the Month/PBIS Award Assembly	8:10-10:50 PM
3	5 <sup>th</sup> Grade Senior Trip	ALL DAY
13	Carnival for Grades Pre-K -4 <sup>th</sup> Grade	ALL DAY
16	Volunteer Breakfast	9:30 AM
	Attendance Breakfast	
22	Pre-K Moving Up Ceremony	
23	Kindergarten Moving Up Ceremony	
24	5 <sup>th</sup> Grade Graduation	
27	5 <sup>th</sup> Grade Dance	

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



**Section 6: Academic Intervention Services (AIS)**  
**(Required for All Schools)**

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	RTE model of screening all students using STARS universal screener; F&P; American Reading;OG	LLI; STARS; Great Leaps; Imagine Learning; Reading A - Z;MyOn;Raz Kids	LLI; small group ; after school programs CCLS targeted small group instruction;Saturday Academy	During the school day, small group instruction is provided based on the assessments; during the school day, teachers provide differentiation of instruction to all students and levels; provided after school in small groups to grades 2,3,4,5 and Measuring up program is part of the ELT providing resource.
<b>Mathematics</b>	Math State Exam; Medial Pre Assessments during units of study development and post assessments	Reading of word problems; writing how to solve a problem; deconstruct the vocabulary	CCLS targeted small goup instruction; after school instructions	During the school day;Saturday programs; after school.
<b>Science</b>	ELA and Math State Exams; Teacher observations in classroom.	CCLS units of study; Discussion and Questioning techniques	Small group instruction in classroom	During the school day
<b>Social Studies</b>	Teacher observations	CCLS units of study; Discussion and Questioning techniques	Small group instruction in classroom	During the school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	RTI Team, SAT Team, PPT Team, parent recommendation;	At risk counseling and PBS	Small group; one to one; counseling	During the school day; After school

	teacher recommendation			
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**Section 7: Title I Program Information**

**Directions:**

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

**Part 1: Title I Status**

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

**Part 2: All Title I Schools**

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

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Strategies for recruitment include:
1. The administration conducts an outreach using the New Teacher Finder as a resource to maintain new teachers to the DOE without prior experience; a rigorous interview with a hiring team and several opportunities to demonstrate teaching.
2. Strategies also include the hiring of teachers with a dual license in Special Education and General Education; and a dual license in ESL and General Education.
3. More than 90% of the teachers have been retained at PS 179 for more than 5 years.
4. According to the 2014 -2015 BEDS Survey, all general education teachers in classrooms who are responsible for delivering instruction in a core subject are "highly qualified." 100 % of the teachers are teaching core subjects.
5 . According to the 2014 – 2015 BEDS Survey, 100% of our ESL teachers are certified and highly qualified.
6. According to the 2014 – 2015 BEDS Survey, all special education teachers in classrooms who are responsible for delivering instruction in a core subject are "highly qualified." 100 % of the teachers are teaching core subjects .

**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).
1. 100% of the teachers participate in high quality professional development.
2. The school leaders are part of the professional development. Teachers participate in CCLS professional development as well as workshop for the core curriculum-Ready Gen and Go Math.
3. Paraprofessionals meet with teacher team meetings

4. The administration implements professional development from ARIS Learning Community
5. School conducts a needs survey from the staff to coordinate their needs to the professional development.
6. School leaders grow partnerships with staff developers so that the developers meet the needs of the school .

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

NA

#### 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).

NA

### 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.).

**Align curriculum :** PS 179 maintains teacher units of study that are aligned to the common core learning standards. The teachers attend professional development by the early childhood development department. Teachers attend Monday Learning Community times with their peers. Students are assessed in literacy using the Fountas and Pinnell reading assessment The Units of Study are found on the DOE WEBSITE. Students are assessed using GOLD STRATEGIES.

**Parent Involvement :** There will be 3 full day of early childhood classes. Parents are invited to share in the celebration of their child during the school day. The teachers host various multicultural feasts, events, and performances. Teachers meet with parent for student progress. During the year, families are encouraged to participate on the School Leadership Team and the PTA. Families receive monthly school calendar. The school provides regular, written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

**Transitioning into elementary school:** At the end of the school year, PS 179 has Annual Parent Orientation Day for Incoming Kindergarten Students; Students having an early screening process to measure progress in cognitive development. The Pre K Social worker works with the administration and teachers in providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress.

#### 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.

PS 179 has a Selection Committee who meets in June to be part of the decision making process in the selection of appropriate multiple assessments including state and local Measures of Student Learning (MOSL). Grade team teachers participate in the selection of pre and post assessments. The Selection Committee along with the administration are part of the decision making process for the MOTP, Measure of Teacher Practice .

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	979,486.00	X	
Title I School Improvement 1003(a)	Federal	24,496		
Title I Priority and Focus School Improvement Funds	Federal	195,200		
Title II, Part A	Federal	81,952.00		
Title III, Part A	Federal	55,744.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	4,880,298.00		

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

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

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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/SCEP.
- **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 8: 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 SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

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**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. 179**, 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. 179** 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

**[PS 179]** , 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 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

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.

## Application for Immigrant Funding

**Requirements:** Title III, Part A - Immigrant Funds can be used for activities that provide enhanced instructional opportunities for immigrant students, which include:

- family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children
- support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant students
- provision of tutorials, mentoring, and academic or career counseling for immigrant students
- identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds
- basic instructional services, including costs for additional classroom supplies, transportation costs, or other costs directly attributable to such services
- other instructional services designed to assist immigrant students to achieve in elementary and secondary schools in the United States, such as programs of introduction to the educational system and civics education
- activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant students by offering comprehensive community services

Funding follows similar guidelines for Title III funds established by the Division of English Language Learners and Student Support (DELLSS) and can only be used to provide supplementary services to immigrant students (who may or may not be ELLs). Priority areas for the use of Title III, Part A - Immigrant Funds are as follows:

- developing new and/or enhancing programs for immigrant students from the Caribbean countries where English is spoken as a dialect
- developing new and/or enhancing programs for newcomers
- developing new and/or enhancing Transitional Bilingual Education programs and/or Dual Language programs
- improving teaching and learning in core subject areas
- implementing strong student supports to increase graduation rates

For more information on Title III requirements, please see the School Allocation Memo or contact your BFSC's deputy director for English language learners.

**Directions:** Please complete the Title III - Part A, Immigrant Program application below. Completed applications must be submitted by December 4 via email to your BFSC's deputy director for English language learners. Please refer to the SAM.

Part A: School Information	
Name of School: PS 179	DBN: 20K179
Name/Phone/Email Address of Contact Person: _____	
This school is (check one):	<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)
Part B: Direct Instruction Supplemental Program Information	
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____	
Total # of immigrant students (including ELLs) to be served: _____	
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12	
Total # of teachers in this program: 5	
Describe the direct instruction supplemental program in the space provided below. Description should include: <ul style="list-style-type: none"> <li>• Rationale</li> <li>• Subgroups and grade levels of students to be served</li> <li>• Schedule and duration</li> <li>• Language of instruction</li> <li>• Number and types of certified teachers</li> <li>• Types of materials</li> </ul>	
Begin description here: _____	
Part C: Professional Development	
Describe the school's professional development program for Title III Immigrant Funds program teachers as well as other staff responsible for delivery of instruction and services to these targeted immigrant students. Description should Include: <ul style="list-style-type: none"> <li>• Rationale</li> <li>• Teachers to receive training</li> <li>• Schedule and duration</li> <li>• Topics to be covered</li> <li>• Name of provider</li> </ul>	
Begin description here: _____	
Rationale: Students in grades 3,4,5 will move towards proficiency as measured by the ELA and Math State Examinations	
Teachers: Teachers are trained in using Orton Gillingham program and MyOn Literacy	
Schedule and duration: 12 Saturdays: 9:00 AM to 12:00 AM ending April 2	
Topics to be covered: Fluency, Comprehension, Writing, and Math Fluency	

**Part D: Parental Engagement Activities**

Describe the parent engagement activities targeted toward parents of immigrant students (including ELLs) that will impact higher achievement for these targeted students. Description should include:

- Rationale
- Schedule and duration
- Topics to be covered
- Name of provider
- How parents will be notified of these activities

Begin description here:

Rationale: Parents will see an increase in their child's reading level as measured by the assessment in MyOn Literacy

Schedule: Parents will be invited to Tuesday Parent Workshop from 2:30 - 3:45 three times.

Name of Provider: Literacy Coach

How Parents will be notified: Parents will receive an invitation by the literacy coach.

**Part E: Budget**

**FOR SCHOOLS THAT ARE NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your budget matches your plan as described in Parts B, C, and D above.

Allocation Amount: \$ 6040.00

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title
Professional salaries (Schools must account for fringe benefits.) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	Teachers will be paid per session
Purchased services <ul style="list-style-type: none"> <li>• High-quality staff and curriculum development contracts</li> </ul>	_____	In Kind
Supplies and materials <ul style="list-style-type: none"> <li>• Must be:               <ul style="list-style-type: none"> <li>– supplemental</li> <li>– additional curricula, instructional materials</li> <li>– clearly listed</li> </ul> </li> </ul>	_____	In Kind
Educational software (Object Code 199)	_____	In Kind
Travel	_____	Not Applicable
Other	_____	_____
<b>TOTAL</b>	_____	In Kind

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **20K179** School Name: **Kensington**  
Superintendent: **Costantino**

### 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](http://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

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

During registration, each family fills out a Home Language Identification Survey for each child entering NYCDOE school. This form, along with an interview, determines the child's home language. The HLIS also asks the parents what their preferred language of communication is, both oral and written. The home language is entered into the ATS screen for every new admit. A RAPL report can be run to help assess the language needs of all the parents in the school. Parent language information is also filled out on the admission application and each copy of the child's blue emergency card.

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.

Bengali, Urdu, Uzbek, Tajik, Spanish, Chinese (Cantonese and Mandarin), Arabic, Russian, Haitian Creole, Polish, Persian, French, Wolof, Dari, Georgian, Hungarian.

## Part B: Creating a Communications Calendar

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

In August and September, the school prepares registration application packets and all related admission documents in the school's major languages. The admission/registration packet includes HLIS, Parent Survey and Program Selection forms, Placement/Default Placement Letters, Entitlement/Non Entitlement Letters, Continuation Letters. Additionally, the school prepares a list of documents needed to register the child in school, egress/dismissal information, the school calendar and the handbook, Kindergarten orientation packets, notifications of school parent/teacher conferences; Later in the school year, the school provides notifications and information about after school programs, NYS testing schedules, photographing/videotaping permits, offer of volunteering opportunities for parents, parent workshop announcements, school trip announcements, and other special events notifications. The above mentioned documents are either obtained through the DOE website or translated by the school bilingual staff. The interpretation services are utilized through BIG WORD, a DOE approved vendor, during the citywide parent -teacher conferences in November and also during the testing period in April - May. In case the school determines any special need of additional translation, we reach out to the DOE Translation and Interpretation Services two weeks prior.

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.

Before, in the beginning and throughout the school year: registration, ENL parent orientation, parent-teacher conferences, curriculum nights, parent workshops, Tuesday scheduled individual parent-teacher meetings, phone calls made to parents by the ENL staff, guidance counselor, and attendance monitor.

## Part C: Providing Language Assistance Services

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

After creating and obtaining the Principal's approval of a document to be disseminated among the parents, it is e-mailed to the NYC DOE Translation & Interpretation Unit two weeks in advance. In addition to this resource, the school utilizes the school staff to translate letters, notices, etc. on an as needed basis. Teachers utilize Google Translator for homework support. Additionally, the school takes advantage of the DOE approved outside vendors for language translation and interpretation needs during special events. To ensure that the events are covered in a timely manner, arrangements are made two weeks in advance.

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.

For most of its interpretation needs, the school utilizes its own in-house staff on a daily basis for informal face-to-face interactions with parents (paraprofessionals, parent volunteers, teachers). In addition to the school resources, during parent-teacher conferences, curriculum nights, orientations, etc. we utilize the BigWord, the NYCDOE approved outside vendor.

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

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

The school will provide PD training to all staff members on how to use various translation and interpretation services and other resources during the Monday PD sessions.

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

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

##### Checklist of Notification Requirements

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

In addition to being notified of their rights during registration and orientation, the school refers parents to the NYC DOE website for information about translation and interpretation services. The school obtains necessary notification documents via the Translation and Interpretation Unit's Intranet site.

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

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

The parent survey is a reliable source of feedback on the quality of translation and interpretation services that the NYC DOE provides. Also, parent coordinator, teachers, and paraprofessionals provide

additional input. The school is in the process of setting up a focus group composed of parents inclusive of different cultures and languages representative of the school in order to gather optimal feedback.