



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):	23K327
School Name:	P.S. 327 DR. ROSE B. ENGLISH
Principal:	KIMBERLY CHANCE PEART

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: P.S. / I.S. 327 School Number (DBN): 23K327
PreK-8
Grades Served: _____
School Address: 111 Bristol Street, Brooklyn, NY 11212
718-495-7801 7184957828
Phone Number: _____ Fax: _____
Kimberly Chance-Peart kchance@schools.nyc.gov
School Contact Person: _____ Email Address: _____
Kimberly Chance-Peart
Principal: _____
Gleniss Stewart
UFT Chapter Leader: _____
Frank Chiclana
Parents' Association President: _____
SLT Chairperson: _____
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Connie Spann
Student Representative(s): _____

District Information

District: 23 Mauriciere de Govia
Superintendent: _____
1665 St. Marks Avenue, Room 125, Brooklyn, N.Y. 11233
Superintendent's Office Address: _____
mdegovi@schools.nyc.gov
Superintendent's Email Address: _____
718-240-3500 718-385-3768
Phone Number: _____ Fax: _____

Borough Field Support Center (BFSC)

BFSC: Brooklyn North Bernadette Fitzgerald
Director: _____
131 Livingston Street, Brooklyn, NY 11201
Director's Office Address: _____
BFitzge2@schools.nyc.gov
Director's Email Address: _____

Phone Number: 347-225-5119

Fax: 7183916077

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)
Kimberly Chance-Peart	*Principal or Designee	
Gleniss Stewart	*UFT Chapter Leader or Designee	
Frank Chiclana	*PA/PTA President or Designated Co-President	
Yvonne McRae	DC 37 Representative (staff), if applicable	
Connie Spann	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Shad’e Gba Gba	Member/ Parent	
Connie Spann	Member/ Parent	
William Dudley	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Rodney Gabriel	Member/ Parent	
Nicole Santana	Member/ Parent	
Aaron Martin	Member/ UFT	
Mohamad Bility	Member/ UFT	
Genevieve Mohamad	Member/ CSA	
	Member/	

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.

Brownsville, Brooklyn is one of the few New York City neighborhoods where indicators of poverty are concentrated. Within Brownsville, data reveals that six large public housing developments are at the heart of the school district. The Dr. Rose B. English school is located in the heart of Brownsville. We are a part of the District 23 family and are supported by the Brooklyn North Borough Office. Our school is comprised of 530 students in grades PreK-8th. The demographics of the student population within PS/IS 327 are made up of 71% African Americans, 25% Hispanics, 2% Caucasians, and 2% Asians. In PS/IS 327, 20% of the students receive special education services and 8% of the students are identified as English Language Learners (ELLs).

The school's community is composed of passionate and committed administrators, parents, teachers, students, and community members. Our shared goal is to maximize support for our students and introduce them to various cultural programs offering opportunities that they normally would not have access to. Moreover, we are tenacious about convening a community-wide network of partners to target the economic instability at the root of Brownsville's housing, health and public safety challenges. This unified effort is channeled through the shared vision of the Dr. Rose B. English school. The mission is to provide a learning environment where scholars become critical thinkers, lifelong learners, and powerful global leaders prepared to face the challenges of our world. Our mission is to provide our scholars with real world experiences, where we can challenge their thinking.

Under the leadership of the principal our school continues to recognize the role as a major community partner that must address the needs of this particularly hard-hit group of residents. The school continues to implement strategic programs that strengthen the ties between Brownsville and the rest of our school community, as well as, expands opportunities for all students and their families. These strategic programs concentrate on the allocation of existing resources and the support from school-community networks. The ultimate outcome is to encourage the development of our scholars as global citizens that are prepared to meet the daily challenges that they will face in our world.

A challenge at PS/IS 327 is to improve cultural awareness, social responsibility and personal growth of students. This challenge will be addressed by alignment and use of the school strengths in maximizing the shared support of stakeholders for our children through multiple strategic programs including:

A. Cultural Programs:

Opera Residency

Carnegie Hall

Twenty First Century Learning Centers (Funding Grant)

Community Theater

Puppetry in Practice

Cool Culture

TADA! Youth Theater

B. Community Partners:

Brownsville Coalition

The Alpha Riders

Urban Advantage

Community Garden

A Seed In The Middle / Culinary Arts

Animation Project

Brooklyn DA's Office Collaboration

Brownville Youth Court

Constitution Works

The Kinnon Group

C. Educational Environment

Cub Scouts

Journalism

Brain Awareness

YWCA Bullying Prevention

Adopt a college

Media Club

Obama Program

Cook Shop

Pen Pal Letter

Imagine Learning

Monthly African Country Research

Monthly Social Emotional Focus

Leader In Me

A second challenge is to improve both student ELA and Math scores. According to the New York City Department of Education School Quality Guide 2013-14, only 10% of students performed at levels 3 or 4 on the NYS ELA test grades 3-8. According to the New York City Department of Education School Quality Guide 2013-14, only 4% of students performed at levels 3 or 4 on the NYS Math test grades 3-8. The challenge in improving student achievement as measured by the NYS ELA test and NYS Math test will be addressed by setting goals and a strategic action plan that focus on effective school leadership, strong family-community ties, trust between all stakeholders, rigorous instruction and collaborative teaching in a supportive environment.

23K327 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	600	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	9	# Music	N/A	# Drama
# Foreign Language	8	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	82.8%	% Attendance Rate		86.2%
% Free Lunch	84.2%	% Reduced Lunch		2.2%
% Limited English Proficient	5.8%	% Students with Disabilities		21.0%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.3%	% Black or African American		76.2%
% Hispanic or Latino	21.3%	% Asian or Native Hawaiian/Pacific Islander		0.6%
% White	1.6%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.3	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	2.2%	% Teaching Out of Certification (2013-14)		6.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		12.07
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	11.9%	Mathematics Performance at levels 3 & 4		9.5%
Science Performance at levels 3 & 4 (4th Grade)	51.4%	Science Performance at levels 3 & 4 (8th Grade)		36.8%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For 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. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	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.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>According to the Quality Review 2014-2015 Report, an area of strength in this tenet is purposeful decision making in aligning curricula to the Common Core Learning Standards. The school has implemented a school wide literacy block that supports the K-5 /6-8 uniform curriculum and has provided teachers with a scope and sequence for all content areas. To ensure coherence, the school has developed a plan for teachers to partner within and across all grades through instructional buddies, inter-visitation and vertical teams. School leaders and teachers work collaboratively to ensure that students have opportunities to actively engage in interdisciplinary programs.</p> <p>An area of need, according to the Quality Review 2014-2015 Report, is that lesson plans are not consistently aligned to the Common Core Learning Standards and NYS content standards. There were also limited entry point access to address student achievement needs. Another need is inconsistent levels of access, thinking and participation during student discussion.</p> <p>The school struggled in the area of Tenet 3.3 due to a lack of concise connections made between the curricula and the implementation of instructional practices. In addition, Tenet 3.5 was a concern because there were inconsistent assessment practices.</p>		

The school is monitoring all sub groups including our lowest performing students, students in temporary housing, English Language Learners and students with disabilities.

The priority need addressed by the goal and action plan is to increase alignment between the standards, curriculum and the implementation of instruction.

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, 100% of teachers will attend grade team data meetings in order to use data to address deficiencies and provide academic intervention for individuals and subgroups as measured by their increase movement on periodic assessments.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<ul style="list-style-type: none"> • Research-based instructional programs , professional development, and/or systems and structures needed to impact change. <p>A. Provide training to all teachers in analyzing data from Fountas & Pinnell, NYS state assessments, writing on demand task, Ready Gen, Code X ,Teacher’s College Writing, and Uncommon Schools.</p>	<p>All teachers</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principals, Instructional Vertical Team</p>

<p>B. Teachers will identify students, determine student groups that will be flexible as students' progress, and stream across the grades for literacy instruction based on the analyzing data from Fountas & Pinnell</p> <p>C. Support school leaders and all teachers in the use of the school data specialist services to monitor, and provide feedback on student data.</p> <p>D. School leaders will conduct regular walkthroughs to check for classroom implementation of best practices in literacy instruction and give timely feedback to teachers. This will include the 30-Day Cleanse.</p> <p>E. School leaders will coordinate regular professional learning sessions for teachers based on the needs assessment and identify professional learning targets in teaching literacy through lunch and learn sessions.</p> <p>F. Teachers will utilize writing frames and teach the genre of assessment.</p>			
<ul style="list-style-type: none"> • 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). <p>A. Implement the English as a Second Language (ESL) Saturday program that will</p>	All teachers	September 2015-June 2016	Principal, Assistant Principals, Instructional Vertical Team

<p>offer instructional support for ELLs</p> <p>B. Conduct internal IEP reviews, incorporate multiple entry points aligned to the CCLS in lesson plans to meet individual students' IEP goals .</p> <p>C. Weekly Data Meetings/ Five Data Cycles</p> <p>.</p>			
<p>* Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</p> <p>A. Encourage parents as partners in the education of their children through the multi-faceted articulation of the shared vision in supporting improved student achievement</p> <p>B. Continue home-school initiatives that foster communication of the curriculum and instruction program, such as Parent pen pal, school messenger, Newsletter, Chat with principal, 'back pack' notices, Open House, E-Chalk Website, Curriculum Night, Translators, Multi-language letters, Class Dojo, collaborative PTA and monthly parent meetings</p> <p>C. Articulate the progress students have made and encourage parents to celebrate the success of their children: student led Parent/Teacher/Student conferences, Fables, Folktales and Myths Fair,</p>	<p>All teachers</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principals, Instructional Vertical Team</p>

Tuesday conferences, collaborative PTA and monthly parent meetings .			

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.

- Human Resources: Principal, Assistant Principals, UFT Teacher Center Coach, F Status Principals, Teachers, AIS Teachers, Borough North Budget Specialist, Saturday Academy
- Instructional Resources: Core Curriculum, Ready NY, Saturday Academy
- Schedule Adjustments: Lunch and Learns, Saturday Academy, Professional Learning Opportunities, Grade Teams, Parent Engagement Conferences, Instructional Vertical Team

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

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

We strategically aligned the funds to support the instructional needs of the school. The borough field center is used to coordinate our fiscal and human resources. Once our pedagogical staff is assigned, funds are used for the provision of materials for the core instructional program and extracurricular activities. Under the new leadership, staff has fully embraced the effective use of their time as a resource. This is evident by the participation in the embedded professional learning opportunities, such as grade teams, Lunch & Learns, parent engagement conferences, and instructional team meetings .

We will use the Running Records, Writing Tasks, and Math Assessments by February 12, as the mid-point benchmark to measure the school's progress towards meeting the Annual Goal.

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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> 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. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	D
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u> and <u>I</u>. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>An area of strength in this tenet is the comprehensive effort to cultivate the development of overarching systems and partnerships that support and sustain social and emotional development. Several initiatives have been established. The positive behavior incentive system, Class Dojo, has been implemented across all grades. Class Dojo encourages positive student behavior and engagement and provides timely feedback to students, parents, and teachers. This year, we will introduce the Leader In Me Initiative to all stakeholders in our building.</p> <p>A concerted effort has been made to prioritize the articulation of safety to all stakeholders as a priority in PS/IS 327. Based on the school NYCDOE School Survey 2014-2015, 83% of students felt safe in classes, over 80% of teachers felt safe in school, and 75% of parents felt their children were safe in school. All students, parents, teachers, administrators and community leaders are encouraged to engage in sustaining the effort to build a safe learning environment. On a monthly basis all stakeholders are encouraged to participate in a Think Tank brainstorming session with the administration to address the concerns and needs of the school community. Under the new administration, systems have been established to address safety procedures regarding arrival, dismissal, visitors, and transitions in the school building. Safety as a shared vision has been constructively channeled into positive outlets such as the Student Council, community service, parent student Pen Pal, and Power Dads</p> <p>There are several ways in which the school leader and student support staff work collaboratively with teachers’ to develop their capacity and skills in using data to respond to students’ social and emotional developmental health needs. First, training is provided to analyze and develop class action plans using the Class Dojo reports. Second, attendance</p>		

data is shared with teachers and used to inform parent outreach efforts and tailored interventions based on individual student needs. Moreover, teacher supports are differentiated based on both the teacher and student needs.

The priority need in this tenet is the articulation and systemic buy-in by all stakeholders to the shared vision for social and emotional developmental health connected to learning experiences under the new administration. Based on the NYCDOE School Survey 2014-2015, the response to the schools offering of a wide variety of courses, extracurricular activities, and services that keep students' interested and engaged was rated 77% by Parents, 32% by Teachers, and a 81% by Students. This year we are implementing the school-wide program, Leader In Me, that uses research based practices to foster student social and developmental health, motivate student participation, and engage the school wide community. The overall focus is establishing trust and building relationships with stakeholders in order to channel a unified commitment and maximize constructive participation as support in building a safer and healthier environment for families, teachers, and students.

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 the school community will implement the seven habits (From The Leader In Me Program) to address the social and emotion needs of our students. As a result, there will be a 10% reduction in OORS reports.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Research-based instructional programs , professional development, and/or systems and structures needed to impact change in the social and emotional health of students:</p> <p>A. Provide training in Class Dojo and Leader In Me that increases the understanding, knowledge , and skills in utilizing the program</p>	<p>All Staff Members</p> <p>Families</p>	<p>August 2015-June 2016</p>	<p>Culture and Climate Committee, Administration, TC Coach, Leader In Me Consultants, Leader In Me Lighthouse Team</p>

<p>B. Foster students intrinsic motivation to participate in classes, extracurricular activities, and services by the extrinsic rewards affiliated with the Class Dojo and Leader In Me program such as praise and a reward point system for effort and participation</p> <p>C. Provide workshops to parents (Go Math, ReadyGen,CMP3, CODE-X, Teacher’s College Writing, Uncommon Schools, Leader In Me and Class Dojo)</p>			
<p>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).</p> <p>A. Partner with the OBAMA Program to provide mentoring services for students in temporary housing</p> <p>B. The SIT Team will identify students who need additional social-emotional support and recommend services to address those needs</p> <p>C. Partner with Pure Elements and Hip Hop For Life through the afterschool program funded by the 21st Century Community Learning Centers federal grant and provide mentoring services to students</p>	<p>Students In Temporary Housing</p> <p>At -Risk students</p> <p>At-Risk</p> <p>Middle School Students</p>	<p>September 2015-June 2016</p>	<p>Obama program associates</p> <p>SBST, Crisis Intervention Team, Administration</p> <p>Pure Elements and Hip Hop for Life Staff, Administrators,</p>
<p>Engaging families and expanding their understanding of a supportive environment in</p>	<p>All Families</p>	<p>September 2015-June 2016</p>	<p>PTA, Parent Coordinator</p>

<p>order to support their children at home.</p> <p>A. Encourage parents as partners in the education of their children through implementation of programs that foster their child’s interests and participation throughout the school year including Class Dojo, class trips, Perusing Parents, Power Dads, Wellness Wednesday, Cool Culture</p> <p>B. Encourage parents as partners in the education of their children through opportunities to acknowledge and celebrate their child’s increased interest, participation and achievements in school programs throughout the school year including Chat with principal, student led Parent/Teacher/Student conferences</p>			

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<ul style="list-style-type: none"> • Human Resources: Principal, Assistant Principals, UFT Teacher Center Coach, F Status Principals, Teachers, AIS Teachers, Borough North Budget Specialist, Saturday Academy, Parent Coordinator, Leader In me Consultants, PTA • Instructional Resources: Core Curriculum, Ready NY, Saturday Academy, Leader In Me Materials • Schedule Adjustments: Lunch and Learns, Saturday Academy, Professional Learning Opportunities, Grade Teams, Parent Engagement Conferences, Instructional Vertical Team 											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
	Tax Levy		Title I SWP	X	Title I TA	X	P/F Set-aside	X	21 st Century		C4E
X	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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- By January 2016, teachers will analyze and review the Class Dojo behavioral tracking report.
- By January 2016, all programs will be reviewed and evaluated using student and teacher surveys.
- By January 2016, students will complete mid-year benchmark assessments in ELA and Math.

Students' progress will be monitored over five instructional periods that will indicate school progress toward meeting the specific goal. The following instructional periods are:

Period 1 (9/9/15 - 10/30/15)

Period 2 (11/2/15 - 12/18/15)

Period 3 (12/21/15 - 3/4/15)

Period 4 (4/7/15 - 5/6/15)

Period 5 (5/9/15 - 6/17/15)

At the end of each of instructional period, teachers will administer Running Records, Writing Tasks, and Math Assessments.

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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> 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. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	E
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.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>One area of strength is the teachers’ instructional practices to meet established goals to improve student performance of the NYS ELA test. According to the PS/IS 327 NYCDOE K-8 School Quality Snapshot 2013-14, the school was rated Excellent for improvement on the NYS English test. This reflects the alignment of the instructional scope and sequence in all grades.</p> <p>Another area of strength in this tenet is the provision of multiple points of access for all students, including student subgroups, to achieve targeted goals. According to the PS/IS 327 NYCDOE K-8 School Quality Snapshot 2013-14, the school was rated Excellent for closing the achievement gap for students with special needs and the lowest performing students.</p> <p>A third area of strength in this tenet is the shared commitment to the provision of a safe learning environment that fosters high levels of student engagement and inquiry. Based on the school NYCDOE School Survey 2014-2015, 78% of students felt safe in classes, over 80% of teachers felt safe in school, and 86% of parents felt their children were safe in school. Based on the school NYCDOE School Survey 2014-2015, 93% of parents believed the school had high expectations for their child, 89% of students believed that that all students can do well in school, and 88% of teachers believed that the school had high expectations for students.</p> <p>The priority need in this tenet is to have teachers utilize a variety of data sources to inform lesson planning, develop lesson plans, and foster students’ participation in their own learning process. This is evidenced by the overall student</p>		

achievement levels. According to the NYS Assessments, 10% of students met standards on the State English test and 5% of the students met standards on the State math test.

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, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of teachers will foster student participation in their own learning process by conferencing with students as they track their own goals. As a result, students will move up two Fountas and Pinnell Reading levels.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>± Provide training to advance the understanding, knowledge, and skill set in</p>	<p>All teachers All students</p>	<p>September, 2015-June, 2016</p>	<p>Principal, Assistant Principals</p>

<p>the use of Ed Performance, Fountas & Pinnell, Unit Assessments, Data Corp, and student goal setting</p> <p>Continue teacher collaborations during weekly Teacher Team meetings, meetings with the Teacher Center, Vertical and horizontal teacher teams</p>			
<p>2-Continue teacher data inquiry teams to analyze student data and address the needs of students in subgroups</p> <p>Identify over age and under-credited students and provide mentoring /counseling services through the Tomorrow's Leaders partnership to facilitate student participation</p> <p>Implement the English as a Second Language (ESL) Saturday programs instructional support for ELLs</p> <p>Conduct internal IEP reviews, incorporate multiple entry points aligned to the CCLS in lesson plans to meet individual students' IEP goals</p>	<p>All teachers</p> <p>All students</p>	<p>September, 2015-June, 2016</p>	<p>Principal, Assistant Principals</p>
<p>3. Encourage parents as partners in the education of their children through implementation of programs that foster their child's interests and participation throughout the school year including Class Dojo, class trips, Perusing Parents, Power Dads, Wellness Wednesday, Cool Culture</p> <p>Encourage parents as partners in the education of</p>	<p>All families</p>	<p>September, 2015-June, 2016</p> <p>September, 2015-June, 2016</p>	<p>Principal, Assistant Principals</p> <p>Principal, Assistant Principals</p>

their children through opportunities to acknowledge and celebrate their child's increased interest, participation and achievements in school programs throughout the school year including Chat with Principal, student led Parent/Teacher/Student conferences			
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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.											
<ul style="list-style-type: none"> • Human Resources: Principal, Assistant Principals, UFT Teacher Center Coach, F Status Principals, Teachers, AIS Teachers, Borough North Budget Specialist, Saturday Academy, Data Specialist, Datacorp • Instructional Resources: Core Curriculum, Ready NY, Saturday Academy, • Schedule Adjustments: Lunch and Learns, Saturday Academy, Professional Learning Opportunities, Grade Teams, Parent Engagement Conferences, Instructional Vertical Team 											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP	X	Title I TA	X	P/F Set-aside	X	21st Century		C4E
X	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By January 2016, students will complete mid-year benchmark assessments in ELA and Math
By January 2016, Fountas & Pinell reports will be analyzed to assess student movement in reading levels
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>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> 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. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
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>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>One area of strength in the articulation of the shared vision of PS/IS 327 is the schedule that fosters a sense of cohesiveness. Across all grades, the literacy block requires targeted instruction in focus areas. Students, teachers, and parents are encouraged to participate and develop rigorous habits tailored to improving student achievement.</p> <p>Another area of strength is the use of the ADVANCE system to examine and improve individual and school-wide practices in curriculum, teacher practices, and student achievement and student social and emotional developmental health. Teachers are provided timely feedback on the eight components of the Danielson rubric. ADVANCE school-wide reports are analyzed for trends in instruction. Professional development is provided based on these trends.</p> <p>A third area of strength is the leadership of principal since August, 2014. Under her leadership there has been a purposeful effort to strategically organize resources to maximize support in achieving school improvement and student goals. The principal has established an instructional cabinet, Think Tank, Student Government, Chat with the principal, and School Leadership Team to assess needs and generate solutions based on collaborative input from stakeholders.</p> <p>In Tenet 2.5, the school was lacking in the establishment of a fully functional system to conduct frequent observations (thirty day cleanse, a schedule for observations, ADVANCE) , progress monitoring (five assessment cycles) and feedback</p>		

of teacher practices (Friday Feedback , bite sized feedback) the principal has made strategic decisions to address this concerns.

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, 80% of teachers will receive regular and differentiated feedback from the school leader that reflects frequent observations, feedback, progress monitoring, and informed professional learning opportunities as measured by movement from ineffective to developing or developing to effective in Danielson Framework.

Part 3 – Action Plan

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

<p>professional development, and/or systems and structures needed to impact change</p> <p>A. Conduct formal and informal teacher observations</p> <p>B. Conduct daily walkthroughs</p> <p>C. Provide differentiated support and professional learning opportunities to teachers</p> <p>D. Utilize ADVANCE to document observations based on the observation schedule</p> <p>E. Sustain the Friday Folders practice</p> <p>F. Continue to provide immediate feedback to teachers during daily walk through using bite sized feedback</p> <p>G. Monitor data through five assessment cycles</p> <p>H. Calibrated walkthroughs with all administrative staff</p> <p>I. Weekly teacher team meetings take place with administration</p> <p>J. Teachers meet with the Principal to develop goals and discuss their individualized professional learning plan</p>			
<p>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups</p>	<p>All Teachers Special Education Teachers</p>	<p>Sept 2015- June 2016</p>	<p>Principal, Assistant Principals, TC Coach SBST, Administration</p>

<p>(e.g., overage/under-credited, SIFE, STH).</p> <p>A. Continue teacher data inquiry teams to analyze student data and address the needs of students in subgroups</p> <p>B. Implement the English as a Second Language (ESL) Saturday program that will offer instructional support for ELLs</p> <p>D. Conduct internal IEP reviews, incorporate multiple entry points aligned to the CCLS in lesson plans to meet individual students' IEP goals</p>			
<p>Strategies to increase parent involvement and engagement</p> <p>A. Encourage parents as partners in the education of their children through implementation of programs that foster their child's interests and participation throughout the school year including Class Dojo, class trips Perusing Parents, Power Dads, Wellness Wednesday, Cool Culture</p> <p>B. Encourage parents as partners in the education of their children through opportunities to acknowledge and celebrate their child's increased interest, participation and achievements in school programs throughout the school year including Chat with Principal,, student led Parent/Teacher/Student conferences</p>	<p>All Families Staff</p>	<p>Sept 2015- June 2016</p>	<p>Principal, Assistant Principals, TC Coach</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> Human Resources: Principal, Assistant Principals, UFT Teacher Center Coach, F Status Principals, Teachers, AIS Teachers, Borough North Budget Specialist, Saturday Academy, Data Specialist, Datacorp Instructional Resources: Core Curriculum, Ready NY, Saturday Academy, Schedule Adjustments: Lunch and Learns, Saturday Academy, Professional Learning Opportunities, Grade Teams, Parent Engagement Conferences, Instructional Vertical Team 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP	X	Title I TA	X	P/F Set-aside	X	21 st Century		C4E
X	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
By February 2016, leadership will engage in a midyear assessment of teacher practices as measured by moving from developing to effective or ineffective to developing in the Danielson Framework.											
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>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> 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. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	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.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>The school has made numerous gains in parental outreach and engagement. The former principal had established communication tools such as newsletters, school website, and parent workshops. Under the auspices of Principal , there has been a plethora of new initiatives to encourage parents as partners in the education of our children.</p> <p>The school atmosphere is welcoming and fosters a feeling of belonging and trust through the following initiatives: Chat with principal, Automated School Messenger, Backpack notices, Translators/translated notices in the primary language spoken in the home.</p> <p>The entire school community partners with communities and family agencies to strengthen community ties and engage all stakeholders. This includes collaborations with the YWCA. 21st Century, The Kinnon Group, Brooklyn DA's Office. Borough President's Office, Urban Advantage, Carnegie Hall/Office of Probation (NeOn Arts).</p> <p>The entire school community shares data to promote the home school partnership centered on student learning and success through the following initiatives: Student-led Parent-Teacher Conferences, Student Parent-Pen pal letters, Positive Behavior Incentives.</p> <p>Based on the tenet, there is a concern with engaging parents, school leaders, and teachers in effective planning to maximize collaborative support and address students’ needs. Based on our student population of 530 students, there are a minimal number of parents that attend workshops/ PTA meetings. The goal of our school is to promote active participation in these events.</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–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, our goal is to increase overall parent participation in workshops and meetings by 10% as measured by a comparison of parents’ attendance reports from September 2015 to June 2016.

Part 3 – Action Plan

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

<p>and/or systems and structures needed to impact change.</p> <p>A. Parents will participate in workshops that support Balanced Literacy, ReadyGen, Teachers College Writing, Code X, CMP 3, Go Math, and Leader in Me.</p> <p>B. Collaborate with community based organizations in order to disseminate information and provide services, such as CCENY and Brooklyn Center Psychotherapy</p>			
<p>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).</p> <p>Translation ELL students will complete a 10 week Saturday school program that provides detailed progress updates to the parents/guardians.</p>	<p>ELL Students/ Parents</p>	<p>10 weeks January-April 2016</p>	<p>ESL Teacher</p>
<p>Strategies to increase parent involvement and engagement.</p> <p>Students and parents will receive recognition awards when goals are met academically and for attendance. School tours with Chat with the Principal, Incentive based activities, school messenger, morning line up, rituals and chants, PTA meetings morning and evening, PAC workshops. Progress will be gaged based on attendance at PTA meetings. Principal meetings and events at the school.</p>	<p>Students/ Parents</p>	<p>January-June 2016</p>	<p>Teacher Center</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Human Resources: Principal, Assistant Principals, UFT Teacher Center Coach, F Status Principals, Teachers, AIS Teachers, Borough North Budget Specialist, Saturday Academy, YWCA, 21st Century • Instructional Resources: Core Curriculum, Ready NY, Saturday Academy, Books, Monthly Calendar of Events • Schedule Adjustments: Saturday Academy, Professional Learning Opportunities, Parent Engagement Conferences 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP	X	Title I TA	X	P/F Set-aside	X	21st Century		C4E
X	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, our goal is to increase overall parent participation in workshops and meetings by 5% by parents’ attendance reports.
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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Level 1 and 2 on ELA and Math NYS assessments	Foundations Close Readings Balanced Literacy ReadyGen Codex	small group, one-to-one, tutoring	during the school day
Mathematics	Level 1 and 2 on ELA and Math NYS assessments	Go Math Guided Groups	small group, one-to-one, tutoring	during the school day
Science	Classroom assessment	Urban Advantage support for exit project	small groups	during the school day
Social Studies	Classroom assessment	Constitution Works Interactive Reader Common Core Library Trade books ITunes U	6 th -8 th grade	during the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	All mandated students	Tomorrow's Leaders Brooklyn Psychiatric Society	Small group One to One Counseling	during the school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Recruiting highly qualified teachers from hiring fairs</p> <p>Hiring committee that consists from educators from all content areas</p> <p>Small class size settings so teachers can provide intensive instruction</p> <p>Weekly common planning time for teacher collaboration</p> <p>Implement a robust professional learning calendar informed by teacher observations and feedback</p> <p>Differentiated professional development</p> <p>Frequent feedback from administration</p> <p>Team building activities</p> <p>Mentoring and intervisitations</p> <p>Teacher Center support services</p> <p>Clear weekly communication of high expectations</p>

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).
<p>Attend professional development monthly with superintendent and district colleagues</p> <p>Attend monthly network team professional learning session</p> <p>Conduct a needs assessment of teachers, paraprofessionals, and support staff aligned to CCSS</p>

Provide professional learning opportunities according to needs assessment identified from data evaluation

Teachers will participate in professional learning opportunities aligned to the robust PD calendar

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

Our school host PreK and Kindergarten open houses prior to the beginning of school, principal led tours of our building, and recruitment sessions from the local daycare providers.

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers were included in the decision making process regarding the use and selection of appropriate multiple assessment measures by becoming a MSL committee member. Through this process, MOSL committee members selected multiple assessments to monitor student growth. In addition, our data specialist provides professional learning sessions on data analysis and engaging in data conversations with students and parents.

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

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

Program Name	Funding Amount	Place an (X) in Column A below to verify that the school has met the intent and
	Indicate the amount	

	Fund Source (i.e. Federal, State or Local)	contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	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	594,229.00		
Title I School Improvement 1003(a)	Federal	460,182		
Title I Priority and Focus School Improvement Funds	Federal	117,068		
Title II, Part A	Federal	184,421.00		
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,867,259.00		

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).

- **Title I 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.

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. **P.S. / I.S. 327**, 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. **P.S. / I.S. 327** 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. will support parents and families of Title I students by:

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

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

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

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

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

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

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

School-Parent Compact (SPC) Template

P.S. / I.S. 327, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>Dr. Rose B. English</u>	DBN: <u>23K327</u>
This school is (check one):	
<input 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 checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: _____
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>1</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Our After school program will be staff a an ESL certify teacher and a content teacher. The ESL teacher will instruct the two days. Once every other week for a period of two hours a content teacher will co-teacher with the ESL teacher. The subgroups that will be served are all 25 Intermedia Students and 10 Beginers on Wednesday and Thursday for 2 and half hours after School for a period of 20 weeks, two days , 2.30 hours .

The Language of instruction will be English with the support of native language Spanish.

The certify ESL teacher is also Spanish/ Foreign Language certified. The Content teachers, ELA, Mathematics, are certify in their own areas of experties and have accepted to provide instruction once a week on a rotation based e.g on week 2 ELA week 4 Math, week 6 ELA until the program ends.

During the program we will use instructional materials such as but not limited to. and technology using the program Imagine Learning.

Part C: Professional Development

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

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

Begin description here: Our teachers in our school will benefit from a PD on instructional strategies to assist the ELL in their classroom. The training will be conducted on Tuesday January.... 2015 and Tuesday March.... 2015 by

Part D: Parental Engagement Activities

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

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

Begin description here: In Collaboration with our school Parent Coordinator and the PTA president we will provide our parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our ESL program during and After school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator and the ESL teacher will also maintain a log of events and activities planned for parents once every other month. We have tentative plan two trainings. The first traning will be on December 10, 2014 at 3:00 pm and the second traning on coordination with PTA on March 10,2015 at 9:00 AM.

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$ _____

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