

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

17K705

School Name:

BROOKLYN ARTS AND SCIENCE ELEMENTARY SCHOOL

Principal:

SANDRA BEAUVOIR SOTO

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)

Section 4: CEP Overview

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

Section 1: School Information Page

School Information

Brooklyn Arts and Science Elementary
School P.S. 705 17705K

School Name: _____ School Number (DBN): _____
Pre-K – 5

Grades Served: _____
443 St. Marks Avenue, Brooklyn, NY 11238

School Address: _____
718-230-0851 718-230-3108

Phone Number: _____ Fax: _____
Sandra Beauvoir Soto sbeauvo@schools.nyc.gov

School Contact Person: _____ Email Address: _____
Sandra Beauvoir Soto

Principal: _____
Sarah Abodunrin

UFT Chapter Leader: _____
Tameka Carter

Parents' Association President: _____
Makeisha Gairy-Newbolt

SLT Chairperson: _____
Alaina Gaines

Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Jack Irwin

Student Representative(s): _____

District Information

17K Clarence Ellis

District: _____ Superintendent: _____
1224 Park Place, Rm 130, Brooklyn, NY 11213

Superintendent's Office Address: _____
Cellis3@schools.nyc.gov

Superintendent's Email Address: _____

Phone Number: _____ Fax: _____
718-221-4372 718-221-4326

Borough Field Support Center (BFSC)

Department 94 Cheryl Watson Harris

BFSC: _____ Director: _____

415 89th Street, Brooklyn, NY 11209

Director's Office Address:

 cwatsonharris@gmail.com

Director's Email Address:

718-759-4872 _____

Phone Number:

Fax:

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Sandra B. Soto	*Principal or Designee	
Sarah Abodunrin	*UFT Chapter Leader or Designee	
Makesha Gairy-Newbolt	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Lois Davis	Member/ Paraprofessional	
Brandy Goodman	Member/Parent	
Samantha Keene	Member/ Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Nathan Dummitt	Member/ Parent	
Alaina Gaines	Member/ Teacher	
	Member/	
Tessa Garnes-Beausejour	Member/ Social Worker	
Maribel Ellis	Member/ Parent	
Julie Kirkpatrick	Member/Parent	
Melissa IGraham	Member/Parent	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

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.

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

The mission of Brooklyn Arts and Science Elementary School (BASES) is to celebrate the unique complement of gifts and talents each child possesses and to cultivate those strengths into powerful assets that serve the student and society. Through an inquiry-based curriculum, school wide enrichment classes and talent development studios, we prepare our students to fully participate as 21st Century Global Citizens. Learning experiences are designed to develop the habits of mind that will move our students toward achieving their college and career goals.

Our school is located in Crown Heights, Brooklyn, one of the most diverse neighborhoods in the city. Our school reflects this diversity. Currently the school is approximately 49% black, 29% latino, 15% white and 5% asian. Approximately 10% of our students are English language learners. Approximately 67% of students receive free or reduced lunch. Students in special education programs make up roughly 15% of the student body. A small portion of our students live in shelters or transitional housing.

We've had some challenging conversations around what it means to be an inclusive school community. These conversations initiated by parents and staff, have resulted in a diversity committee that explores ways we as a school can be more inclusive of all constituents. Though the results of the 2014-15 School Environment survey showed a 92% positive response rate in the area of Strong Family-Community Ties, well above the city average, one goal for the 2015-2016 school year will be to further engage our parents from minority groups. These groups include our non-English speaking families and our upper grade families.

Our Comprehensive Education Plan (CEP) goals were written in response to data collected from multiple sources. The area of focus identified from the 2014-2015 Quality Review shows that students need to be provided with time and space to productively struggle with their rigorous learning tasks.

In order for our school to achieve its vision for inquiry based learning, it is important for teachers to increase instructional rigor by involving students actively in their own learning . To this end, we are pursuing International Baccalaureate (IB) authorization. The IB is a non-profit educational foundation that currently supports 3,725 schools around the world. The IB provides participating schools with a shared understanding of high quality inquiry based instruction. Their mission is to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. As our school grows, and as IB continues to become more popular, IB membership will provide our community and prospective families with a shared understanding of what we mean by rigorous, inquiry-based instruction. For our students, it means they become more active participants in their learning through instruction that fosters curiosity and inquiry .

Our instructional focus on inquiry will be a lever for deepening teacher collaboration, promoting student ownership of learning and improving curriculum. Teachers will be provided with frequent targeted feedback earlier in the year, as a result instructional practices will improve leading to higher student achievement. Collectively, the selected goals are meant to raise the level of academic rigor and student ownership of learning leading to higher student achievement.

The area of focus for this year is improving the quality of Rigorous Instruction as indicated by the results of the Learning Environment Survey Report and corroborated by the 2014-15 Quality Review. The feedback was that students need to be provided with increased opportunity to develop critical thinking skills and productively struggle with learning tasks

that they take ownership of. Though the school saw gains in both ELA and Math, higher achievement through rigorous inquiry based instructions is thei school's primary focus for 2015-16.

17K705 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	340	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	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	81.3%	% Attendance Rate		89.9%
% Free Lunch	68.3%	% Reduced Lunch		4.5%
% Limited English Proficient	10.1%	% Students with Disabilities		23.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.4%	% Black or African American		54.1%
% Hispanic or Latino	27.2%	% Asian or Native Hawaiian/Pacific Islander		6.0%
% White	11.6%	% Multi-Racial		0.7%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	2.34	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		21.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)		4.39
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	12.2%	Mathematics Performance at levels 3 & 4		23.5%
Science Performance at levels 3 & 4 (4th Grade)	62.5%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
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	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
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.

Part 1 – Needs Assessment

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

Quality Review Findings:

2014-2015

Indicator 1.1 Curriculum - was rated Well Developed. Teacher designed units were common core aligned, showed evidence of vertical alignment and included personal behavior habits for college and career readiness.

Indicator 1.2 Pedagogy- was rated Proficient. Findings show that across classrooms teachers have a shared belief about how students learn best and multiple entry points are consistently provided to enable all students to engage in rigorous learning tasks. Some of the feedback shows that the instructional supports provided are largely teacher guided and limit opportunities for all students, including English language learners and students with disabilities, to own their learning. Additionally, the findings show that students need to be provided with time and space to productively struggle with their rigorous learning tasks.

Teacher Effectiveness Ratings:

2014-2015

- 58% of teacher lessons observed this year were rated Effective or Highly Effective in 3c.
- 36% of teacher lessons observed this year were rated Developing in 3c.
- 59% of teacher lessons observed this year were rated Effective or Highly Effective in 1e.
- 27% of teacher lessons observed this year were rated Developing in 1e.

State Test Scores:

2013-2014

- 9% of Students Performing on Grade Level in ELA
- 20% of Students Performing on Grade Level in Math

2014-2015

- 17% of Students Performing on Grade Level in ELA

· 23% of Students Performing on Grade Level in Math

Learning Environment Survey

2013-2014

· Parent Response – 89% of parents feel that the school helps keep their child on track for college, career, and success in life after high school, but only 33% strongly agree with that statement

· Teacher Response – 100% of teachers feel that the school sets appropriately high expectations for student work in their classes, but only 36% strongly agree with that statement

· Trend across both teachers and parents was the need to set high expectations for learning, growth, and achievement.

Summary:

Brooklyn Arts and Science Elementary School has a strong foundation of trust and community ties resulting in a respectful, safe and welcoming climate. 2014-15 School Survey Report shows high levels of trust between all stakeholders with a 97% positive response rate. Strong Family-Community Ties had a 92% positive response rate, 7% points higher than the city average. The collaboration among teachers is also very high with a 92% positive response rate in that category.

The area of focus is Rigorous Instruction as indicated by the School Survey Report and corroborated by the test data indicated above. In addition, the Quality Review Data, Indicator 1.2 - Pedagogy was identified as an area for focus. The findings show that students need to be provided with increased opportunity to develop critical thinking skills and productively struggle with learning tasks. In order to motivate students to own their learning and for our school to achieve its vision for inquiry-based instruction, it is important for teachers to facilitate inquiry-based learning experiences. These experiences will provide students with the opportunity to actively develop skills while acquiring content-based knowledge aligned to the Common Core.

Part 2 – Annual Goal

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

By June 2016 teacher teams will have written 6 thematic inquiry units of study intended to raise the level of active intellectual engagement as measured by a 10% increase in effective planning and preparation as measured by Danielson observation ratings in component 1e.

Part 3 – Action Plan

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: <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. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
All staff will receive International Baccalaureate (IB) professional development training to learn the IB Curriculum framework and develop a program of instructional inquiry. Inquiry-based instruction and learning are foundational components of IB. Inquiry supports ELL's and SWD's by naturally providing multiple entry points and high interest content.	Teachers, paraprofessionals, other school staff	June 2015 Sept. 2015 Dec. 2015	IB Instructional Consultants, IB Workshop Instructors, instructional coach
IB Coordinator and Common Core Fellow will facilitate teacher team curriculum planning. Teachers will use IB themes to organize standards in ELA, science and social studies into integrated units of study. This work will be done during common planning blocks in addition to Monday Professional Learning time and per session work.	Teachers	Sept. 2015-April 2016	IB Instructional Consultants, IB Workshop Instructors, instructional coach, teachers
Curriculum nights, Math Night and Reading Workshops are offered throughout the school year to inform parents of what their children are expected to know and do to perform at grade level. A Parent Information Night in May gives parents of preview of expectations for the following year and provides them with support materials for working with their children.	Parents	Sept. 17th Nov. 12th Sat., Jan - March May 12th	Coach, Teachers, AP, Principal, Parent Coordinator

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.
Outside IB consultants to provide training for teachers Instructional coach and IB coordinator to work closely with staff to develop curriculum and help with implementing instructional approaches that support inquiry

IB coordinator to run parent workshops to introduce parents to IB

Parent Coordinator organizes and runs Saturday Academy Workshops for parents

Per session set aside for teachers to complete units of study

Additional preparation period provided weekly for action research related to outcomes for SWD and ELL's

Teachboost, an online platform used for providing teachers with fast Danielson aligned feedback, used during observations.

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

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

Part 5 – Progress Monitoring

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

By January 2016 all teachers will have received two rounds of observation feedback in the area of 3C.

By February 2016 teacher teams will have written 4 of 6 Units of study.

By April 2016 teacher teams will have written 6 of 6 units of study.

Using our curriculum checklist tool, teacher teams will review data collected from student performance tasks and other assessments to determine the effectiveness of inquiry-based instructional units.

Teachers will use time built into weekly grade-level team meetings to reflect on units in progress by using student assessment data to inform unit revisions.

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

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

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

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

Needs Assessment Data for Section 5B:

OORS Data Trends:

2013-2014

- Number of Incidents-168
- Number of Level 4 & 5 Incidents- 30
- Number of Principal Suspensions- 21
- Number of Superintendent Suspensions- 9

2014-2015 (As of June 15, 2015- will update in fall to include June’s data)

- Number of Incidents-129
- Number of Level 4 & 5 Incidents- 18 (no level 5’s)
- Number of Principal Suspensions-7
- Number of Superintendent Suspensions- 5

Attendance:

2013-2014

- Overall Student Attendance Rate- 90%
- Overall Teacher Attendance Rate- 98%

2014-2015 (Include data in the fall, precise data not available yet)

- Overall Student Attendance Rate- 93%
- Overall Teacher Attendance Rate-

Learning Environment Survey:

2013-2014

- Parent Response-95% of parents who responded were satisfied with the school culture.
- Teacher Response- 88% of teachers who responded were satisfied with the school culture.
- A trend across both teachers and parents was the need for greater communication.

2014-2015

- Parent/Teachers 91% positive responses

State Test Scores:

2013-2014

- Percentage of Students Performing on Grade Level in ELA- 12%
- Percentage of Students Performing on Grade Level in Math- 24%

2014-2015 (Include data in the fall, not available yet)

- Percentage of Students Performing on Grade Level in ELA-
- Percentage of Students Performing on Grade Level in Math-

Quality Review Findings:

2014-2015

- Indicator 1.2 was rated as Proficient. Some of the feedback shows that students are not always given the time and space needed to struggle through work and/or be academically challenged in meaningful ways.
- Indicator 3.4 was rated Well-Developed. Feedback shows that there are strong school-family ties regarding student academic and personal progress.

Summary:

From 2013-2014 school year to the 2014-2015 school year, progress was made in reducing the number of student incidents. The schools efforts to create more rigorous and engaging curriculum and consistent social-emotional support provided by our intervention specialist, social work team contributed to the significant decrease in reports. To that end, there is still work that can be done to strengthen classroom cultures that support students as independent learners, and promote an environment where all students feel personally challenged.

Part 2 – Annual Goal

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

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

By June 2016 students will demonstrate growth in personal academic behaviours and conflict resolution as measured by an incident reduction rate of 5% as identified in OORS.

Part 3 – Action Plan

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: <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 in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
All staff will receive training on the Attitudes through PD, teacher team meetings,	Teachers, paraprofessionals, other school staff	June 2015- December 2015	Our Instructional coach
Parent Workshops on the following <ul style="list-style-type: none"> • What is the International Baccalaureate? • What are the IB Attitudes? 	All parents and Families	Nov. 2015 Feb. 2015	Parent Coordinator
Develop teacher created checklists, student self-reflections, interim progress reports that focus on strengthening personal behaviors identified in the city-wide instructional expectations through the IB Attitudes.	Teachers	September 2015- June 2016	Instructional Coach Teacher Teams SLT
Students will be introduced to the Attitudes via direct instruction, assemblies and other activities. Acknowledge students demonstrating the effort in these attitudes through certificates distributed at assemblies and nomination of class ambassadors which entitles students to special privileges.	All Students	Monthly from Sept. 2015- June 2016	Teachers

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.

Yearly application fee is paid to IB to allow us access to resources and a consultant to help with the development of units that integrate college and career readiness behaviours into academic units of study.

Full time social worker provides mandated counseling for students while a cohort of supervised interns provide at risk counseling as well as run targeted small groups like conflict resolution, anger management, anti-bullying, friendship building as needed.

Cluster teachers use common planning time to organize "Attitudes" themed assemblies that introduce attitudes that will be focused on in upcoming units and acknowledge students who've demonstrated outstanding use of current attitude being studied.

Outside IB consultants, parent workshops, PD trainings, IB coordinator/common core fellow coaching position, materials for IB: curriculum development, instructional support, and branding, per session for teachers to receive PD and to develop curriculum, per diem staff to support training of full-time staff on IB.

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

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

Part 5 – Progress Monitoring

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

By February 2016, all students will have been exposed to at least 6 new attitudes and will be able to identify them and cite examples of the attitudes, as well as explain them in their own words. The Leadership Cabinet will develop a mid-year student survey to administer to a cohort of students, across all grade-bands, to assess progress towards this goal. Additionally, two progress reports will have been sent home to parents, alerting them of their child's progress relative to the Attitudes .

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

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

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

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

Quality Review Findings:

2014-2015

- Indicator 1.1 Curriculum was rated as Well Developed. The findings show that, across grade and content areas, lesson and unit plans are aligned to Common Core Learning Standards and promote college and career readiness for all students. Instructional shifts are strategically implemented throughout curricula tasks to engage all learners and allow them to demonstrate their thinking. As a result all learners are provided access to rigorous tasks and supported in the development of the personal and academic behaviors associated with college and career readiness.
- Indicator 4.2 Teacher teams and leadership development was rated as Proficient. The feedback shows that through professional collaboration teachers have strengthened their instructional capacity and are improving student achievement. Additionally, the findings show that professional collaborations are resulting in teachers expanding their toolkit for meeting the needs of all learners.
- Summary: Through collaborative work, teachers have improved instruction and student achievement. Teacher teams have worked together to plan units, modify lessons and tasks, design rigorous assessment tools, and analyze student data.

Curriculum Development Findings:

- 15 ELA units for K-2 were revised and developed from September 2014 – June 2015.
- 5 teachers participated on the curriculum team with our instructional coach.
- 2-6 hours were spent weekly working collaboratively to revise and improve curriculum.
- The 5 teachers on the curriculum team averaged over 3.0 (i.e., Effective) on the components of the Danielson Framework, notably higher than the overall average for all teachers of 2.7 (i.e., Developing).
- Indicator 1.1 Curriculum received a rating in the Quality Review of Well-Developed.
- Summary: Working collaboratively to develop curriculum as a team helped to build individual capacity to plan and implement units successfully in the classroom. In addition, these curriculum members provided their grade-level teacher teams with professional development, guidance and instructional support for each unit.

State Test Scores:

2013-2014

- 9% of Students Performing on Grade Level in ELA
- 20% of Students Performing on Grade Level in Math

2014-2015 (Include Data in the fall, not available yet)

- 17% Performing on Grade Level in ELA
- 23% Performing on Grade Level in Math

Learning Environment Survey

2013-2014

- Teacher Response – 86% of teachers feel that the professional development experiences during the year included opportunities to work productively with colleagues in our school, but only 36% strongly agree and 14% disagree with that statement.
- 58% of teachers found school-based meetings and/or PD sessions (e.g. grade team or department meetings, conference days, faculty conferences, etc.) useful or extremely useful, but 21% found them somewhat useful.
- Trend across both teachers responses was the need for more opportunities for participation in productive collaborative professional work with colleagues.

2014-2015

- 92% Positive response rate in the area of Collaborative Teachers, above the city average of 89%. 100% of teachers reported designing instructional programs together.

Strengths and Areas of Focus

The school has a number of teacher leaders with expertise in curriculum development including the Instructional Coach who is a Common Core Fellow. The work that was done by the curriculum team in 2014-15 resulted in Common Core ELA units that were more rigorous and engaging, earning us a well-developed in Quality Review indicator 1.1.

This year's area of focus is to expand the degree of collaboration to include all teachers on a grade team. By participating in the design of IB thematic units, teachers will curriculum develop science and social studies thematic units with the input of all teachers on a grade team. These IB themed units include a reflection component that requires teachers to archive student outcomes for future improvements to the unit.

Part 2 – Annual Goal

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

By June 2016, teachers will develop 6 thematic inquiry units resulting in higher student engagement as measured by a 10% increase in Danielson observation ratings in component 3c; student engagement.

Part 3 – Action Plan

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: <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. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
All staff will receive IB professional development training to learn the IB Curriculum framework and develop a program of instructional inquiry.	Teachers,	June 2015- June 2016	IB Instructional Consultants, IB Workshop Instructors, instructional Coach
Teachers will receive Summer PD to work collaboratively designing the IB program of inquiry both vertically and horizontally across grade-levels.	Teachers	Aug. 2015 Sept. 2015 Oct. 2015 Nov. 2015	Teacher Facilitators, Instructional Coach, Principal, AP
Teachers will conduct a Japanese Lesson Study. As a grade team they will select a learning target to design a lesson for. One of the teachers on the grade will teach the lesson. Colleagues will view the lesson and	Teachers	Dec. 2015 Apr. 2015	Teacher Facilitators, Instructional Coach
Curriculum nights, Math Night and Reading Workshops are offered throughout the school year to inform parents of what their children are expected to know and do to perform at grade level. A Parent Information Night in May gives parents of preview of expectations for the following year and provides them with support materials for working with their children.	Parents	Sept. 17th Nov. 12th Sat., Jan - March May 12th	Coach, Teachers, AP, Principal, Parent Coordinator

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.

Outside IB consultants to provide training for teachers

Instructional coach and IB coordinator to work closely with staff to develop curriculum and help with implementing instructional approaches that support inquiry

IB coordinator to run parent workshops to introduce parents to IB

Parent Coordinator organizes and runs Saturday Academy Workshops for parents

Per session set aside for teachers to complete units of study

Additional preparation period provided weekly for action research related to outcomes for SWD and ELL's

Teachboost, an online platform used for providing teachers with fast Danielson aligned feedback, used during observations.

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

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

Part 5 – Progress Monitoring

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

By January 2016 all teachers will have received two rounds of observation feedback in the area of 3C.

By February 2016 teacher teams will have written 4 of 6 Units of study.

By April 2016 teacher teams will have written 6 of 6 units of study.

Using our curriculum checklist tool, teacher teams will review data collected from student performance tasks and other assessments to determine the effectiveness of inquiry-based instructional units.

Teachers will use time built into weekly grade-level team meetings to reflect on units in progress by using student assessment data to inform unit revisions.

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

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

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

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

At the heart of effective leadership is the communication of a coherent set of beliefs and goals. According to the 2013-14 School Survey 94% of parents believe the school is heading in the right direction and 100% of teachers believe the Principal communicates a clear vision for the school. The Well Developed rating in 2014-15 Quality Review (QR) was accompanied by the following comment: School leaders consistently convey high expectations for teachers through the Danielson Framework for Teaching. School leaders communicate high expectations to families and partner with them in achieving student progress towards those expectations.

The Learning Environment Survey showed 86% positive responses in the effective School Leadership element of the Great Schools Framework, 5% points higher than the city average. The survey indicated that about 80% of the teachers agreed or strongly agreed that the Principal knows what's going on in their classroom, tracks academic progress and participates in instructional planning. another 20% only somewhat agreed.

In year four as routines and systems become more firmly established, the Principal will have more time available to support teachers with curriculum and instruction. If teachers receive more frequent targeted feedback, the adjustments they make will result in higher student achievement.

Part 2 – Annual Goal

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

. By June 2016, school leaders will implement a professional learning plan that builds teacher capacity to develop student ownership of learning. This will result in a 5% increase in teachers' Measure of Teaching Practice (MoTP) score.

Part 3 – Action Plan

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: <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. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
All staff will receive IB professional development training to learn the IB Curriculum framework and develop a program of instructional inquiry. Inquiry-based instruction and learning are foundational components of IB.	Teachers, paraprofessionals, other school staff	June 2015 – June 2016	IB Instructional Consultants, IB Workshop Instructors, instructional coach
Staff will participate in 3 rounds of Japanese lesson study	Teachers and Paras	Sept. 2015- June 2016	Administrators, Coach, Teachers
Intervisitation between schools and within the school will be organized for teachers to share best practices.	Teachers	Nov. 2015 Feb. 2015	Administrators, Coach, Teachers
Parent Workshops on the following: <ul style="list-style-type: none"> • What is the International Baccalaureate PYP? • Inquiry-Based Learning Approaches • IB at Home and IB at School – a partnership in success 	All parents and families	September 2015-June 2016	Parent Coordinator, Principal, Instructional Coach

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"> • Outside IB Consultant to provide professional development on instructional practices that support a constructivist model for learning. • Per-Diem coverage for intervisitation and mentor support • Per session to cover additional support from coach and workshops for parents • Teach Boost Online observation system - Compatible with the DOE Advance teacher evaluation system to facilitate delivery of observation feedback.
--

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded	X	In Kind		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> <p>By January 2016 all teachers will have received two rounds of observation and feedback.</p> <p>By February 2016 MoTP scores will show a 5% increase over midyear scores for 2015.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

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

Part 1 – Needs Assessment

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

Strengths:

Using data from our annual in-house parent survey we created a Saturday Parent Academy. Based on parent expressed needs we invited in community based organizations, community volunteers, staff members, and volunteers from our parent body to facilitate parent workshops. Workshops included: Obamacare, health & wellness, resume writing, Common Core Standards, strategies to help students with homework and testing, English as a second language, and how to manage stress through crafts

Using data from our ORS report we partnered with The New York City Psychoanalytic Society and Institute to offer family counseling to specific families twice a week. We also utilized graduate level interns from Fordham University to support our social worker with one on one, and group sessions, with students who had repeated incidents. Superintendent suspensions went from a total of 9 suspensions in the 2013-2014 school year, to a total of 5 suspensions in the 2014-2015 school year. Principal suspensions went from a total of 21 suspensions in the 2013-2014 school year, to a total of 7 in the 2014-2015 school year.

Needs:

- We need to improve communication with our Non-English speaking families.
- We need to improve attendance of our upper grade families at PTA meetings and Parent Workshops.

Part 2 – Annual Goal

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

By June 2016 outreach to specific family groups will result in an increase in parental involvement from Latino families and other minority groups as measured by a 5% increase in attendance at parent events.

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?</i></p>
<p>We will purchase translation and interpretation equipment for parent meetings and parent workshops.</p>	<p>Non-English speaking families</p>	<p>Equipment should be purchased by 9/9/15.</p>	<p>Parent Coordinator</p>
<p>Translate all parent communication materials.</p>	<p>Non-English speaking families</p>	<p>Sept. - June</p>	<p>Principal, Parent Coordinator, Community Assoc., Secretary</p>
<p>Hold workshops and events specifically for target groups</p>	<p>ELL workshop</p>	<p>January 2016</p>	<p>ESL teacher</p>
<p>Middle school transition activities including hosting middle school fair at the school, taking families to visit possible middle schools, middle school process workshop</p>	<p>Parents of 3-5 grade students</p>	<p>Oct. 2015 Nov. 2015</p>	<p>Parent Coordinator Guidance Counselor</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>											
<p> </p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded	X	In Kind		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>
--

Monthly tally of target group parents present at school to volunteer for to participate in scheduled events should show a 5% increase over the same month in 2014-15.

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

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)	Data At-Risk Teacher Referral Student Evaluation	1. Foundations Phonics intervention program 2. Saturday Academy 3. Reading Rescue 4. Reading Heroes 5. Targeted Reading strategy group 6. I-Ready/Online Reading Intervention 7. Raz-Kids leveled reading 8. Guided Reading	1. Small group 2. Small group 3. One-to-one 4. One on one 5. Small Group 6. One-to- one 7. One-to-one 8. Small Group	Monday-Friday during school day
Mathematics	Data At-Risk Teacher Referral Student Evaluation	1. ST Math/ Online Program 2. Go Math RTI Strategic Intervention 3. Saturday Academy	1. One-to-one 2. Small group 3. Small group	Monday-Friday during school day
Science	Data At-Risk Teacher Observations	1. Leveled Strategy group	1. Through content area literature	Monday-Friday during school day
Social Studies	Data At-Risk	1. Leveled Strategy group	1. Through content area literature	Monday-Friday during school day

	Teacher Observations			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Exhibiting social emotional difficulties	<ol style="list-style-type: none"> 1. Choices 2. Socialization group 3. Weekly Counseling 	<ol style="list-style-type: none"> 1. Small group 2. one-to-one 3. Classroom visits and small groups 	Monday-Friday during 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.
Teachers are vetted interviewed and hired by committee created rubrics and interview questions. This process included demonstration lessons.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
With the guidance of our network achievement coach and needs assessment surveys, key areas were identified for professional development were curriculum alignment to common core for grades k-2, using the student led conference to promote student engagement and reflection, lesson planning and technology for improved student engagement.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

The IB Primary Years Program (PYP) inducts all teachers into an inquiry based approach to instruction. This student centered exploratory learning is well aligned with Pre-K instructional practices. Transition to Kindergarten begins in June when Pre-K students meet the teacher they will have the following year. The teacher comes to visit their class and they go to visit the Kindergarten teacher’s classroom.

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.

MOSL committee comprised of teacher selected the assessments that would be used to measure students learning as part of their evaluation.

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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	176,369.00		
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,869,868.00		

¹**Explanation/Background:**

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

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

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

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities

funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

(Required for All Title I Schools)

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

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

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

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. **Brooklyn Arts & Science Elementary School**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **Brooklyn Arts & Science Elementary School** 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 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, School Quality 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)

Brooklyn Arts & Science Elementary School, 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 Common Core 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 with 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 to 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.