

**2016-17**

**Comprehensive Educational Plan**

**(CEP)**

|  |  |
| --- | --- |
| **DBN: (*i.e. 01M001*):** | **20K170** |
| **School Name:** | **Ralph A. Fabrizio School** |
| **Principal:** | **Zhen (Tony) Wu** |

**Comprehensive Educational Plan (CEP) Outline**

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**Section 1: School Information Page**

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| **School Information** | | | | | | | | | | | | | |
| School Name: | | PS 170 The Ralph A. Fabrizio School | | | | | | | School Number (DBN): | | | 20K170 | |
| Grades Served: | | K-5 | | | | | | | | | | |
| School Address: | | 619 72nd Street Brooklyn NY 11209 | | | | | | | | | | | |
| Phone Number: | | 718-748-0333 | | | | Fax: | | | | 718-491-8405 | | | |
| School Contact Person: | | | Tony Wu | | | | Email Address: | | | | [zwu@schools.nyc.gov](mailto:zwu@schools.nyc.gov) | | |
| Principal: | | | | | Tony Wu | | | | | | | | |
| UFT Chapter Leader: | | | | | Austin Perilli | | | | | | | | |
| Parents’ Association President: | | | | | Liz Hidalgo | | | | | | | | |
| SLT Chairperson: | | | | | Michael Wieber | | | | | | | | |
| Title I Parent Representative (or Parent Advisory Council Chairperson): | | | | | Kristi Pollock | | | | | | | | |
| Student Representative(s): | | | | | N/A | | | | | | | | |
|  | | | |  | | | | | | | | | |
| CBO Representative: | | | | Jennifer Gao - Chinese Planning Council | | | | | | | | | |
| **District Information** | | | | | | | | | | | | | |
| District: | 20 | | | Superintendent: | | | | Karina Costantino | | | | | |
| Superintendent’s Office Address: | | | | | 415 89 th Street Room 401 Brooklyn, NY 11209 | | | | | | | | |
| Superintendent’s Email Address: | | | | | kcostan@schools.nyc.gov | | | | | | | | |
| Phone Number: | | 718-759-4908 | | | | Fax: | | | | 718-759-4842 | | | |

**Borough Field Support Center (BFSC**)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| BFSC: | Brooklyn South | | Director: | | Cheryl Watson-Harris | | |
| Director’s Office Address: | | | | 415 89 th Street Brooklyn | | | |
| Director’s Email Address: | | | | cherylwatson@schools.nyc.gov | | | |
| Phone Number: | | 718-923-5171 | | | | 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](http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf), available on the [New York City Department of Education (NYCDOE)](http://schools.nyc.gov/default.htm) 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)** |
| --- | --- | --- |
| Zhen (Tony) Wu | \*Principal or Designee |  |
| Austin Perilli | \*UFT Chapter Leader or Designee |  |
| Liz Hidalgo | \*PA/PTA President or Designated Co-President |  |
| N/A | DC 37 Representative (staff), if applicable |  |
| Liz Hidalgo | Title I Parent Representative or Parent Advisory Council Chairperson |  |
| N/A | Student Representative  *(optional for elementary and middle schools; a minimum of two members required for high schools)* |  |
| N/A | Student Representative  *(optional for elementary and middle schools; a minimum of two members required for high schools)* |  |
| Jennifer Gao | CBO Representative, if applicable |  |
| Michael Wieber | Member/ SLT Chairperson, UFT |  |
| Ann Marie Pinneri | Member/ Teacher, UFT |  |
| Najieh Diab | Member/ Teacher, UFT |  |
| Agatha Apostolakis | Member/ Teacher, UFT |  |
| Elen Stratis | Member/ Teacher, UFT |  |
| Sandra Medina | Member/ Parent |  |
| Elisabeth Nelson | Member/ Parent |  |
| Lee Chee Seng | Member/ Parent |  |
| Wenting Jiang | Member/ Parent |  |
| Christopher Leydon ​ | Member/ Parent |  |
| Jeanne Mohammadein | Member/ Parent |  |
|  | Member/ Parent |  |

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

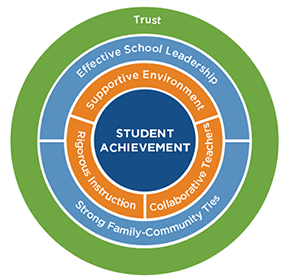
The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies 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 aligned with the school’s state accountability and informed by the new [Strong Schools, Strong Communities](http://schools.nyc.gov/AboutUs/schools/StrongSchools/default.htm) initiative and [Framework for Great Schools.](http://schools.nyc.gov/AboutUs/schools/framework/default.htm)

**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 partnershipsbetween 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](http://schools.nyc.gov/NR/rdonlyres/C955EF12-EBBC-4B41-AF8D-20597C55DF0C/0/StrongSchoolsStrongCommunities_NYCDOE.pdf), 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](http://schools.nyc.gov/AboutUs/schools/capacityframework/default.htm) 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](http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf), 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 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.

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| **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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

**School Quality Guide**

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

**Title I Requirements and Strengthening Title I Parent Involvement**

Title I schools are subject to ESEA 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 form a Title I Parent Advisory Council (PAC) during the 2016-17 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 2016.

**Next Steps for CEP Development**

School Leadership Teams should engage in the following steps:

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| * **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](http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf). |
| * **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 and complete the Students in Temporary Housing 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**

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| 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. |
| PS 170, the Ralph A. Fabrizio School, is located in a very diverse community in Bay Ridge, Brooklyn, serving students from many different cultures. While we celebrate our diversity, especially during our cultural festivals held each year in February, we work hard to create one learning community based on trust and respect. In 2015, PS 170 was named, “Respect for All School,” and in 2016, our students won the "Respect for All City Poster Competition, which acknowledged the work we do to make all children feel welcome and a part of the school community.  We are a Title 1 school (about 89 % of students qualify for free or reduced lunch). 47% of our students are Asian; 1% Black; 18.5% Hispanic; 32% White (among which about 30% are Arabic). 37% of our students are English Language Learners (ELL) and 12% are students with learning disability. Counting the former ELLs who are in need of continued support, the majority of the students in the school need scaffolding support in learning English as a new language . To that end, we have developed an ESL New Comer Program offering an alternative ENL/ELA  curriculum to newcomer students in grades three through five. Such students are pulled from their homeroom classes during the literacy blocks to work with an ENL teacher in a lab-based setting with many ENL supports such as an ENL curriculum, visuals, and multimedia resources. In addition, we have also created an ESL Through the Theater Arts program for ELL students. This program gives the students the opportunities to practice their English listening, speaking, reading, and writing skills through performing the plays that they have developed through literacy instruction. We support our students through our unwavering commitment to the arts. We offer band, violin, chorus, and theater in addition to our visual arts and music programs. We also partner with many outside organizations, such as Music in the Neighborhood, Midori and Friends, Inside Broadway, and Studio in the School, to further enrich students’ learning experiences.  One of the school's top priority is to create STEM classrooms in which students work in a team and apply the science, math, and engineering skills to solve real-life problems. Our investment in technology also helps teachers to redefine and redesign classroom instruction to provide students with a much greater potential for their talent. The school provided an ipad cart for all classes in grades 2-5. All classes in grades 3-5 have a laptop computer cart with 12 computers. To help teachers provide multiple entry points into cognitively challenging tasks for all students, we provided extensive professional development in Smart technology so that teachers can plan interactive, engaging lesson delivered via the Smartboard. All teachers in grades 2-5 have been trained in using Smart Amp, a cloud-based application that allows teachers to bring all digital resources to the fingertips of our students, differentiate instruction with ease and effectiveness, assess student work instantly, and present lessons in new and innovative ways.  Teacher teams were actively engaged in data inquiry. Teacher teams reviewed formative and summative data of special need students to identify the needs and the target students. Instructional strategies were developed based on researches to address the identified needs. Teachers benefit from inter-visitations and sharing instructional practices. Assessment results and student work were reviewed to evaluate the effectiveness of the intervention strategies. In 2016 and 2017 school year, we will reflect upon our inquiry practice in 2015-2016 and continue our inquiry work to a higher level. |

**School Information Sheet for 20K170**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| School Configuration *(****2015-16****)* | | | | | | | |
| **Grade Configuration** | 0K,01,02,03,04,05 | | **Total Enrollment** | | 1016 | **SIG Recipient** | No |
| 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** | N/A |
| **# Foreign Language** | | N/A | **# Dance** | | N/A | **# CTE** | N/A |
| School Composition *(****2014-15****)* | | | | | | | |
| **% Title I Population** | | | | 92% | **% Attendance Rate** | | 97.14% |
| **% Free Lunch** | | | | 84.2% | **% Reduced Lunch** | | N/A |
| **% Limited English Proficient** | | | | 37% | **% Students with Disabilities** | | 14.1% |
| Racial/Ethnic Origin *(****2015-16****)* | | | | | | | |
| **% American Indian or Alaska Native** | | | | 0% | **% Black or African American** | | 1.2% |
| **% Hispanic or Latino** | | | | 19.5% | **% Asian or Native Hawaiian/Pacific Islander** | | 43.0% |
| **% White** | | | | 35.5% | **% Multi-Racial** | | 0% |
| Personnel *(****2015-16****)* | | | | | | | |
| **Years Principal Assigned to School** | | | | 5.8 | **# of Assistant Principals** | | 2 |
| **% of Teachers with No Valid Teaching Certificate** | | | | N/A | **% Teaching Out of Certification** | | N/A |
| **% Teaching with Fewer Than 3 Years of Experience** | | | | 28.1% | **Average Teacher Absences** | | 8.3 |
| Student Performance for Elementary and Middle Schools *(****2014-15****)* | | | | | | | |
| **ELA Performance at levels 3 & 4** | | | | 36.5 | **Mathematics Performance at levels 3 & 4** | | 56.2 |
| **Science Performance at levels 3 & 4 (4th Grade)** | | | | 94% | **Science Performance at levels 3 & 4 (8th Grade)** | | N/A |
| Student Performance for High Schools *(****2014-15****)* | | | | | | | |
| **ELA Performance at levels 3 & 4** | | | | N/A | **Mathematics Performance at levels 3 & 4** | | N/A |
| **Global History Performance at levels 3 & 4** | | | | N/A | **US History Performance at Levels 3 & 4** | | N/A |
| **4 Year Graduation Rate** | | | | N/A | **6 Year Graduation Rate** | | N/A |
| **Regents Diploma w/ Advanced Designation** | | | | N/A | **% ELA/Math Aspirational Performance Measures** | | N/A |
| Overall NYSED Accountability Status *(****2015-16****)* | | | | | | | |
| **Reward** | | | | No | **Recognition** | | N/A |
| **In Good Standing** | | | | Yes | **Local Assistance Plan** | | N/A |
| **Focus District** | | | | Yes | **Focus School Identified by a Focus District** | | No |
| **Priority School** | | | | No |  | | |

**Adequate Yearly Progress (AYP)**

**Elementary/Middle School**

|  |  |  |  |
| --- | --- | --- | --- |
| Met Adequate Yearly Progress (AYP) in ELA *(****2014-15****)* | | | |
| **American Indian or Alaska Native** | N/A | **Black or African American** | N/A |
| **Hispanic or Latino** | YES | **Asian or Native Hawaiian/Other Pacific Islander** | YES |
| **White** | NO | **Multi-Racial** | N/A |
| **Students with Disabilities** | YES | **Limited English Proficient** | YES |
| **Economically Disadvantaged** | YES | **ALL STUDENTS** | YES |
| Met Adequate Yearly Progress (AYP) in Mathematics *(****2014-15****)* | | | |
| **American Indian or Alaska Native** | N/A | **Black or African American** | N/A |
| **Hispanic or Latino** | YES | **Asian or Native Hawaiian/Other Pacific Islander** | YES |
| **White** | YES | **Multi-Racial** | N/A |
| **Students with Disabilities** | YES | **Limited English Proficient** | YES |
| **Economically Disadvantaged** | YES | **ALL STUDENTS** | N/A |
| Met Adequate Yearly Progress (AYP) in Science *(****2013-14****)* | | | |
| **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** | YES |
| **White** | YES | **Multi-Racial** | N/A |
| **Students with Disabilities** | N/A | **Limited English Proficient** | YES |
| **Economically Disadvantaged** | YES | **ALL STUDENTS** | YES |

**High School**

|  |  |  |  |
| --- | --- | --- | --- |
| Met Adequate Yearly Progress (AYP) in ELA *(****2013-14****)* | | | |
| **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 | **ALL STUDENTS** | N/A |
| Met Adequate Yearly Progress (AYP) in Mathematics *(****2013-14****)* | | | |
| **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 | **ALL STUDENTS** | N/A |
| Met Adequate Yearly Progress (AYP) in Graduation *(****2013-14****)* | | | |
| **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 | **ALL STUDENTS** | 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**

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| * 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. |
| Three years ago, the school adopted the city's core curriculum, ReadyGEN, for English language arts, Go Math! for mathematics, Harcourt for science and social studies. In reviewing the School Quality Report, NYS test results, unit test results, and student works, improving the English language arts results remains the top priority for the school. According to the 2015 School Quality Report, the ELA proficiency rate for our school was 37% for the 2014-2015 school year. Although this result was higher than the city or similar schools, it is still not acceptable that over 60% of the tested students did not achieve the proficient level.  In an effort to close this gap, the school examined and reviewed carefully the implementation of ReadGEN and its effectiveness. We found that the following:   * ReadyGEN's reading selection contains authentic texts with CCLS-aligned text complexity. While most of the texts are attractive to students, their complexity presents a challenge to our mostly ENL or former ENL students. * Close Reading is a much needed instructional strategy to teach complex texts, but it has not been effectively used in classrooms. Teachers need to be better trained in close reading. * The writing lessons of ReadyGEN are not streamlined, lesson focuses are sporadic, and writing tasks are not specific and systematic. * The discussion tasks are very often not text-oriented and do not help students inquire deeper into the meaning of the texts. * Many of our students have only a superficial understanding of the texts and are unable to produce meaningful writing. |

**Part 2 – Annual Goal**

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| Indicate your school’s 2016-17 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 2017, the school’s English Language arts performance result will increase by an average of 3% and the mathematics performance results by an average of 5% as evidenced by the 2017 New York State English Language Arts and mathematics tests for grades 3-5. |

**Part 3 – Action Plan**

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| | **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:**   * **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?** | | --- | --- | --- | --- | | ​Professional development in Close Reading will be planned and implemented throughout the school year. A training on close reading will be provided in September. Teacher teams will work together to analyze ReadyGEN texts, select key passages for close reading, and practice close reading on a consistent basis. Demo lessons and intervisitations will be planned to help promote best practice in close reading. Supervisory observations will focus on and provide feedback for close reading practice. | Teachers and students | September through June | Teachers  Instructional Coaches  Technology Specialist  Administrators | | In 2015-2016 school year, we have revamped the writing curriculum of ReadGEN. Teacher teams have developed writing units integrating the strengths of ReadyGEN and the Teacher College's Units of Studies and utilizing the powerful presentation platform of the Smart Amp App. Based on the the assessment of the implementation of our writing unites, this year we will continue to review, revise, and enhance the writing units. Teacher teams will look at the student writing samples, evaluate the effectiveness of the writing lessons, and adjust the lessons and teaching practice accordingly.  In addition to being a powerful instructional tool to teachers, Smart Amp also a powerful ESL tool to provide all sort scaffolds for ELL students. It is an effective tool to apply UDL to provide multiple entry points for our students. We will continue to support our teachers in both hardware and software to implement Smart Amp. We will provide training for our new teachers to learn Smart Amp and new features of Smart Notebooks. | Teachers and students | September through November | Teachers  Instructional Coaches  Technology Specialist  Administrators | | ​To help students interpret the meaning of the texts, respond to the texts based on textual evidences, and enhance their critical thinking skills, we will continue with our Junior Great Books Program with 3 full-time teachers. By having full-time teachers for the program, we intend to ensure that the program will be given the needed time, implemented with the expected quality, and structured efficiently for professional development.  The 3 Junior Great Books teachers will cover all classes in grades 2-5 for 3 periods a week and will cover both the traditional Junior Great Books texts as well as the newly released non-fiction texts.  A consultant from the Great Books Foundation will be hired to provide a professional development residence to the school. The consultant will have a one-on-one master-apprentice training with each of the 3 teachers.  Since the Junior Great Books teachers will cover the grades 2-5 classes for 3 periods a week, the classroom teachers will have 3 additional periods a week to engage in instructional planning, professional development, inquiry work, or marking homework. | Teachers and students | September through June | Junior Great Books Teachers  Great Books Foundation Consultant | | ​We implemented a Read for Books program in 2015-2016 to promote literacy after school. We will continue this program this year but we will revamp our suggested book lists to align them with the ReadyGEN theme. This way, the book campaign will also support the core curriculum. The coaches will work with the teacher teams to complete the book lists in September. We will also make a plan to support the parents in supporting their children's daily reading after school. Our successful parent literacy nights will continue to be held throughout the school year. | students and Parents | September  through June | Teachers  parent coordinator  Instructional Coaches  Administrators | | One major concern that surfaced again and again during teacher team discussions is that our ENL students, who constitutes the core of our student population, has a significant deficit in prior knowledge. As an intent to address this issue, we will   1. Introduce the new NYC social studies core curriclum for all grades 2. set up two full-time social studies cluster teacher positions to support the social studies curriculum of the lower grades. 3. Align our trips to support the social studies curriculum 4. Continue the Cool Culture Program for kindergarten | Teachers, students, and parents | September through June | Classroom teachers, social studies cluster teachers, parent coordinator, and administrators. | | A school-wide after school mathematics intervention program will be implemented for grades 2-5 using the popular online intervention program, IXL. All students who scored or performed at level 2 or lower will be provided with the opportunity. Parent workshops on how to monitor student progress in IXL will be provided to parents in the evenings. | Teachers, students, and parents | October through March | Supervisors, Teachers, paraprofessionals, and school aides | | Math quizzes will be given periodically for students to practice mathematical calculations to achieve fluency. | Teachers, students, and parents. | October through June | Teachers, supervisors, and paraprofessionals | | For data inquiry, which is closely related to this goal, see 5b. | see 5b | see 5b | see 5b | |

**Part 4 – Budget and Resource Alignment**

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| **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. | | | | | | | | | | | |
| * 3 Junior Great Books Teachers will be funded and selected * 2 Social studies teachers will be funded and selected * 1 Junior Great Book Consultant will be funded and hired * Smart Technology package will be renewed * Prep Schedule reflected the above programs will be developed * Additional iPads and computers will be purchased * All supplies necessary to support the above programs will be purchased | | | | | | | | | | | |
| **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** | X | **Title I TA** | X | **Title II,**  **Part A** | X | **Title III, Part A** | X | **Title III, Immigrant** |
| X | **C4E** |  | **21st Century Grant** |  | **SIG/SIF** |  | **PTA Funded** |  | **In Kind** |  | **Other** |

**Part 5 – Progress Monitoring**

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| **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. | |
| September 2016: The school leadership team will review, revise, and approve the goal and the action plans.  End of January 2017: The school leadership team will review the implementation of the action plans to ensure the school is on track to achieve the goal.  June 2017: The school leadership team will review if the school has met the goal. |
| **Part 5b.** Indicate the instrument of measure that is used to assess progress. | |
| All ReadyGEN unit tests, performance-based tasks, ELA practice tests, and student work samples. | |
| **Part 5c.** In **February 2017,** 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**

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| * 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. |
| ​The school adopted the city's core curriculum in all subject areas. In all subject areas, the school is doing well as compared to city or similar schools. Our teacher noticed that our students are quite good when responding to a learning task that is limited to a specific subject area. For example, complete a math calculation, solve a pure math problem, However, teachers also noticed that our students lack the ability to apply what they learned in different subjects comprehensively to solve a problem. They lack the creativity in deriving a solution for a problem. Their potential, talent, and creativity are limited by the boundary of subject areas existed in our classrooms and curriculum. This reflects a gap between what is taught in classroom and the skills we need in the real world. We need to create a supportive environment and provide our students with ample learning opportunities to develop the ability to solve real life problems. The answer to this call is to create STEM classrooms. |

**Part 2 – Annual Goal**

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| Indicate your school’s 2016-17 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. |
| Throughout the 2016 -2017 school year, grades K-5 classes will be engaged in and complete 3 STEM learning projects where students work in a team and integrate science, technology, engineering, and mathematics to solve real-life problems. ​ |

**Part 3 – Action Plan**

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| | **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:**   * **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?** | | --- | --- | --- | --- | | ​In summer 2016, the school principal and 3 coaches will attend a 3-day STEM Institute for school cohorts. They will learn how to create a STEM classroom and develop the plan to implement STEM in the school in 2016-2017 school year. | Key leadership | July 2016 | Principal and coaches | | ​In September, the school will provide turn-key training in STEM classroom. Teacher teams will work together to plan for 3 STEM projects. Students will work on STEM projects during school as well as after school. Showcase events will be planned for both students and parents. Supervisory observations will be providing feedback and guidance to teachers. | all students and teachers | September to June | Teachers, parent coordinator,  Administrators | | Connect with other schools for inter-school visits | Classroom teachers | September to June | Classroom teachers | | STEM clubs and computer science clubs will be created for after school enrichment. | select teachers and Students | November through March | Teachers  Administrators | | Provide STEM training to CBO after school program staff and assist them to create their STEM program. | CBO after school facilitators | October through May | Instructional Coaches  Administrators | |

**Part 4 – Budget and Resource Alignment**

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| **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. | | | | | | | | | | | | |
| * Per session payment will be provided to support teachers in attending training event * Fund​ing will be set aside for per session payment for the after school enrichment programs/clubs. * ​ Supplies will be purchased for STEM and computer science programs | | | | | | | | | | | |
| **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** | X | **Title I TA** | X | **Title II,**  **Part A** | X | **Title III, Part A** | X | **Title III, Immigrant** | |
| X | **C4E** |  | **21st Century Grant** |  | **SIG/SIF** |  | **PTA Funded** |  | **In Kind** |  | **Other** | |

**Part 5 – Progress Monitoring**

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| **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. | |
| * July 2016: Attending STEM Planning by Apple * September 2016: Training staff in creating STEM Classrooms * December 2016: first STEM project completed * March 2016: Second STEM project completed * June 2016 Last STEM project completed |
| **Part 5b.** Indicate the instrument of measure that is used to assess progress. | |
| A STEM rubric will be used to evaluate the projects. | |
| **Part 5c.** In **February 2017,** 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**

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| * 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. |
| ​  During the 2015-2016 school year teachers began to collaboratively work on unwrapping the inquiry process and identifying the steps required to conduct an authentic and meaningful inquiry into teaching and learning effectiveness. As inquiry teams met and analyzed baseline assessments, student work samples, and conference notes, teachers noted student strengths and trends and patterns of student needs. Based on their review of relevant research, teachers explored using various strategies to assist students in improving writing. Such strategies included explicit instruction, graphic organizers, checklists and/or mnemonic devices and they provided students with the scaffolds needed to be able to independently apply the learned skill. Through collaborative work such as team discussions, inter-visitations, and analysis of student work, teacher teams have completed 3 cycles of inquiry and deepened their insight into both the inquiry process and the performance of the students of special needs.  For the 2016-2017 school year, we see the need to continue the inquiry work to deepen our understanding of the inquiry process and be able to drive instruction more effectively with findings from the inquiry on student data. Teacher inquiry teams will continue to target the students of special needs with a new focus on reading comprehension. The new focus is based on our review of the school data. See 5a.  ​ |

**Part 2 – Annual Goal**

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| Indicate your school’s 2016-17 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, Measurable, Achievable, Relevant, and Time-bound. |
| Throughout the 2016 -2017 school year, grade level inquiry teams will continue to target students of special needs with a focus on reading comprehension. By June 2017, all inquiry teams should have completed 3 cycles of inquiry work following the district's protocol for data inquiry. |

**Part 3 – Action Plan**

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| | **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:**   * **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?** | | --- | --- | --- | --- | | Teachers will receive a refreshment professional development on the inquiry process that will include assistance with:   * norming teacher expectations * protocols for analyzing student assessments/work * identifying trends in student needs * search and review the relevant research * develop/select an intervention strategy * make an assessment plan to monitor student progress * making additional modifications to teaching practice based on student outcome * plan inter-visitations to share practices | Teachers | September through November | Teachers  Instructional Coaches  Administrators | | Teacher teams will meet weekly during the extended school hours to plan and discuss about inquiry work, look at student work samples, analyze student assessment data, observe demo lessons through inter-visitation, debrief about their learning. etc | Students | September through June | Teachers  Instructional Coaches  Administrators | | To promote cohesion and consistence among inquiry teams, team members will use an inquiry template to document the development and execution of their inquiry work, which will include the data used for analysis, the identified needs, the target students, the research used, the strategy description, and meeting notes, the meeting agenda/attendance, the conclusion of the inquiry. | Teachers | September through June  weekly | teachers | | The school will work with the partner schools to share the best practices in inquiry. | Teachers | September through June | Teachers and administrators of partner schools. | | Supervisory observations will provide guidance and feedback to support inquiry process | Teachers | as needed | administrators | |

**Part 4 – Budget and Resource Alignment**

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| **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. | | | | | | | | | | | | |
| ● Common preparation periods will be scheduled for all grades.  ● A data coach will be funded to support the data collection process.  ● District and Brooklyn South staff will be consulted | | | | | | | | | | | |
| **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** | X | **Title I TA** | X | **Title II,**  **Part A** | X | **Title III, Part A** | X | **Title III, Immigrant** | |
| X | **C4E** |  | **21st Century Grant** |  | **SIG/SIF** |  | **PTA Funded** |  | **In Kind** |  | **Other** | |

**Part 5 – Progress Monitoring**

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| **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. | |
| Cycle I September - December  Cycle II January - March  Cycle III April - June |
| **Part 5b.** Indicate the instrument of measure that is used to assess progress. | |
| Inquiry teams will report the inquiry work to and consult the school leadership team in December, March, and June respectively for cycles I, II, and III. | |
| **Part 5c.** In **February 2017,** 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**

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| * 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. |
| See 5 E |

**Part 2 – Annual Goal**

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| Indicate your school’s 2016-17 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. |
| See 5 E |

**Part 3 – Action Plan**

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| | **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:**   * **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?** | | --- | --- | --- | --- | | See 5 E |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |

**Part 4 – Budget and Resource Alignment**

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| **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. | | | | | | | | | | | | |
| SEE 5E | | | | | | | | | | | |
| **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** | X | **Title I TA** | X | **Title II,**  **Part A** | X | **Title III, Part A** | X | **Title III, Immigrant** | |
|  | **C4E** |  | **21st Century Grant** |  | **SIG/SIF** |  | **PTA Funded** |  | **In Kind** |  | **Other** | |

**Part 5 – Progress Monitoring**

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| **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. | |
| ​See 5E |
| **Part 5b.** Indicate the instrument of measure that is used to assess progress. | |
| See 5 E | |
| **Part 5c.** In **February 2017,** 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.

**Part 1 – Needs Assessment**

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| * 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. |
| ​Two years ago, the Department of Education introduced a weekly parent engagement session for teachers and added two parent-teacher conferences, one in September and one in May. We have implemented many different activities for the these added parent engagement sessions, e.g. conversations with parents, class DOJOs, literacy clubs, spot fun with families, etc. In the past, most of the activities were top-down from administration to staff. This year, we would like to be more creative and maximize the talents and expertise of the staff in enriching parent involvement. Our thinking is that, on the one hand, families of any particular classes have their distinctive needs and the classroom teachers know these needs best and are the best persons to create and tailor parent involvement activities for them. On the other hand, teachers of different programs have special focuses when planning parent involvement activities. Therefore, teachers should be given the responsibility and leadership in planning and implementing the parent engagement programs. |

**Part 2 – Annual Goal**

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| Indicate your school’s 2016-17 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. |
| In the 2016 -2017 school year, teachers on grades K-5 and out-of-class teachers will self-initiate a minimum of 3 parent-outreach activities for the parent-outreach sessions and the September and May parent conferences. |

**Part 3 – Action Plan**

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| | **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:**   * **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.** | **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?** | | --- | --- | --- | --- | | Teacher teams will plan collaboratively in September to identify parent engagement priorities and focuses. Teachers will review academic, attendance, and student social records to assist them to identify the focus. Guidance counselors and the parent coordinator will be supporting the classroom teachers in the process by sharing with the teachers their work with parents. Teachers will submit their identified focuses by the end of September. | Teachers and parents | September | Teachers  Instructional Coaches  Guidance Counselors  Parent Coordinator  Administrators | | In September 2016, teachers will submit their plan before September 22 for the September Conference, describing their agenda for the conference and the purpose and details of the activities they plan for the parent conference. Supervisors should also provide feedback and suggestions on their plans before September 22. On September 22, teachers will conduct the activities they plan for the conference. Supervisors will observe the conference activities of each class and provide feedback to teachers. | Parents | September | Teachers  Instructional Coaches  Parent Coordinator  Administrators | | ​By October 5, teachers will submit their proposal for an activity to encourage parent involvement throughout the school year. This parent involvement activity is in addition to having weekly conversations with some targeted students' parents. It will be conducted during the weekly parent engagement sessions and should be sustained throughout the school year. | Teachers  Parents | September through June. | Teachers  Instructional Coaches  Parent Coordinator  Administrators | | By May 8, teachers should submit their proposals for parent conference on May 17. The proposed activity, when approved, will be conducted on the May 17 parent conference. Teachers may work together to create a group activity that involves parents of more than one class. The teacher proposal needs to indicate the purpose of the activities and include a brief description of the activity. The activities may be designed for both the parents and the students. | Teachers  Parents  Students | May | Teachers  Administrators | |

**Part 4 – Budget and Resource Alignment**

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| **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. | | | | | | | | | | | | |
| ● Plans and schedules will be made to work with the CBO organizations  ● Coaches will offer support to CAMBA and CPC afterschool programs through training  ● Per session funds will be set aside for teachers’ planning and participation in parent involvement  activities  ● Subscriptions to Learning A-Z, IXL, Myon, and Echalk will be renewed.  ● All related materials will be purchased. | | | | | | | | | | | |
| **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** | X | **Title I TA** | X | **Title II,**  **Part A** | X | **Title III, Part A** | X | **Title III, Immigrant** | |
| X | **C4E** |  | **21st Century Grant** |  | **SIG/SIF** |  | **PTA Funded** |  | **In Kind** |  | **Other** | |

**Part 5 – Progress Monitoring**

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| **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. | |
| September: Parent involvement focus due  Plan for September conference due  October: Proposal for yearly parent engagement activity due  February: SLT mid-year review of goal and action plan  May: Proposal for May conference due  June: SLT end of year review of achievement of the goal |
| **Part 5b.** Indicate the instrument of measure that is used to assess progress. | |
| Agenda and attendance of various parent engagement activities, parent survey | |
| **Part 5c.** In **February 2017,** 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)** | Fountas and Pinnell Reading Levels  ELA State Test Results  End of Unit Assessments  Writing Samples  Class Work  School grading policy | Response to Intervention (RtI) Grades 1-3. Teachers use reading remedies such as Wilson, Orton Gillinghem, Lindamood Bell, and leveled literacy, etc  After school intervention  Flexible Intervention | Small group no larger than five students.  Small group no larger than 12 students  Small group no larger than 10 students | During the school day.  After school  Before, during, after school |
| **Mathematics** | End of Unit Assessments  NYS Test results  Class Work  School grading policy | Response to Intervention  After school intervention  Flexible Intervention | Small group no larger than 5 students  Small group no larger than 12 students  Small group no larger than 10 students | During school  After school  Before, During, After school |
| **Science** | End of Unit Assessment  Student work  NYS Science Test  School grading policy | Differentiated instruction | Small group no larger than 10 | During school |
| **Social Studies** | End of Unit Assessment  Student work  School grading policy | Differentiated instruction | Small group no larger than 10 | During school |
| **At-risk services** *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)* | Teacher report  Parent concerns  Classroom Observations  Student work | Guidance Program  Speech Program | Small group no larger than 5 students  Small group no larger than 3 students | During and after school |

**Section 7: Support for Students in Temporary Housing (STH)**

**Directions:**

* *All* Title I schools must complete Part A of this section.
* *All* Non-Title I schools must complete Part B of this section.

**Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/8D99859A-AE04-40EA-A462-5363F87E67E9/0/FAQTitleISetAsideFY14.pdf>

|  |
| --- |
| **Part A: FOR TITLE I SCHOOLS**  1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.) |
| 3 |
| 2. Please describe the services you are planning to provide to the STH population. |
| Guidance support, transportation support, after school care support, and clothing drive for the families |
| **Part B: FOR NON-TITLE I SCHOOLS**  1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year). |
| N/A |
| 2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds. |
| N/A |
| 3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing.  If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question.  If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an [STH liaison](http://schools.nyc.gov/NR/rdonlyres/6C02DF12-F56D-4024-BE84-EA5B6A51A7B9/0/STHContactInformationFORDISTRIBUTION_RCedits.pdf). |
| N/A |

**Section 8: 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(s) where the response can be found.
* For additional information, visit the [Title I Intranet webpage](http://intranet.nycboe.net/DOEPortal/Principals/SchoolSupport/AcademicServices/Grants/AllocativeGrants/Title+I.htm).

**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)**

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| --- |
| Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified. |
| Our school’s hiring practice is guided by our instructional needs and goals. In order to facilitate more flexibility in programming and services, we attempt to hire teachers who have dual or triple licensure in Common Branch, ESL and Special Education. Assignment of teachers is done based on school needs and goals in conjunction with specific teacher talent.  All new teachers are expected to participate in a mentor program which is intended to give them ongoing support and address their specific needs. Throughout the year, new teachers are invited to attend many workshops planned specifically for them. For example, we hold workshops about school policy, record keeping and classroom management, ESL and special education compliance, ENL teacher strategies, UDL strategies, Smart Note Book and Smart Amp, and promotion policy, etc. New teachers are encouraged to review the Danielson Framework for Teaching Components and develop professional goals and action plans according to the Department of Education’s guidelines as they begin to prepare for the tenure process.  Our professional development plan always includes opportunities for all teachers to participate in professional learning communities and workshops that help them improve their practice through planning and implementing the CCLS in all subjects. For example, teacher teams regularly select lessons to plan together using DFT as a guide. Demo lessons are planned and observed through inter-visitations. Our goal is to continue to develop highly effective teachers at every level as evidenced by the teacher observation system, ADVANCE. |

**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). |
| Our professional development plan focuses on the professional learning community as a structure in which teacher teams plan, observe and reflect on best practices to help all students meet the CCLS.  This year, we focus on Close Reading, questioning and discussion skills, new social studies curriculum, creating STEM classroom, and data inquiry.  ​Most of the professional development activities will be teacher-led and teacher-assessed. The PD activities will be conducted during the extended hours. |

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. TA Coordination with the Regular Program**

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| --- |
| 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)**

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| --- |
| 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.). |
| Every year, we host a kindergarten orientation in June preceding the beginning of the school year to advise parents about the types of programs and curricula that their child will have in kindergarten. We provide parents with activities for their child to do before they attend school, such as learning letters of the alphabet and numbers. We also request that parents help their children recall their phone numbers and addresses.  During the first day of school, kindergarten students are only required to stay for a half day. On the first day, children are accompanied by their parents for an assembly about school routines. On the second day, parents accompany their children in the classroom. Parents assist while children learn classroom routines and expectations. This process eases kindergarten students into the routines and lessens their anxiety about attending school.  At registration, if parents indicate that their home language is other than English, students are administered the NYSITELL in July to assess their English proficiency, and if necessary, are placed in classes where they receive ENLor Dual Language services. This year, all kindergarten classes have teachers with dual or triple licenses in Common Branches, ESL and/or Special Education. Other testing is completed as part of the Turning Five process for students who have special needs. Upon receiving an Individual Education Program (IEP), students receive appropriate services, such as speech, occupational and/or physical therapy.  Each month, kindergarten families are invited to participate in our, “Fun Fridays.” To help cultivate the love of reading, parents visit their child’s class and read books to groups of students. After the class visits, parents are invited to stay for informative workshops. Each year, we purchase Cool Culture cards for every family of kindergarten students. This pass allows families to visit over 90 cultural and historic places of interest around New York City. We will monitor participation through two parent surveys administered throughout the school year. |

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

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| --- |
| 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 work with instructional coaches and supervisors to determine the benefit and expected outcome of testing. Teachers use a number of assessments to gauge their students’ progress and performance, including but not limited to predictive and formative assessments in ELA and Math, the New York State ELA and Math Tests, Fountas and Pinnell Benchmark Reading Assessments, unit tests and performance tasks.  All student work is also assessed against standards based rubrics. Teachers begin with a baseline assessment at the beginning of the year and administer assessments throughout the year to determine specific needs for each student. Teacher teams regularly meet to review student assessment and work to identify trends and plan next instructional steps. |

**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 Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, 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 | 854,478.00 | x | 12-14  15-17  18-19  23-24 |
| Title II, Part A | Federal | 149,959.00 | x | 12-14  15-17  18-19  23-24 |
| Title III, Part A | Federal | 45,884.00 | x | 12-14  15-17  18-19  23-24 |
| Title III, Immigrant | Federal | 0 | x | 12-14  15-17  18-19  23-24 |
| Tax Levy (FSF) | Local | 5,372,017.00 | x | 12-14  15-17  18-19  23-24 |

**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 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 Representative or Parent Advisory Council Chairperson 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 Representative or Parent Advisory Council Chairperson 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.

|  |
| --- |
| **P.S. 170 THE RALPH A. FABRIZIO SCHOOL**  **SCHOOL PARENTAL INVOLVEMENT POLICY (PIP)**  **2016/2017**  Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **PS 170** , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **PS 170** 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;  **●** host the required Annual Title I Parent Meeting on or before December 1 st 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.  Our school will further encourage school-level parental involvement by:  ● holding an annual Title I Parent Curriculum Conference;  ● hosting educational family events and activities throughout the school year;  ● encouraging meaningful parent participation on School Leadership Teams, Parent-Teacher Association, Title I Parent Committee;  ● hosting four family literacy nights​; ​   * Grade 3-5 Test Prep/Curriculum Workshops in Everyday ​​Math and ELA   ● hosting our annual Family Fun Festival, Informative Family Workshops during the Day/Evening, First Fridays;  ● hosting events to support men asserting leadership in education for their children.  ● 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;   * ​providing parents with the ability to acess their NYC Student account.   ● developing 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;  ● encouraging participation in cultural family field trips during winter and spring recess;  ● support Cool Culture Program by providing each Kindergarten family with a Cool Culture Pass, that provide free admission to over 90 cultural institutions within New York City for the entire school year;  **School-Parent Compact (SPC)**  **2016/2017**  **PS 170,** 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 1 st 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 posted on school web site 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. |