



**Department of
Education**

Garmen Fariña, Chancellor

**2015-16
DISTRICT COMPREHENSIVE EDUCATIONAL PLAN
(DCEP)**

District Agency Code: 310100010000
Community School District: 1
**Community School District
Superintendent:** Daniella Phillips
High School Superintendent(s): Marisol Rosales

District Comprehensive Educational Plan (DCEP) Outline

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Section 1: District Information Page

Community School District Information

District: 1

Community School
Superintendent: Daniella Phillips

Superintendent's
Office Address: 166 Essex Street, Room 136, New York, NY 10002

Phone Number: 212-353-2948 Fax: 212-353-2945

Superintendent's Email
Address: dphilli@schools.nyc.gov

District High School Information

High School
Superintendent: Marisol Rosales

Superintendent's Office Address: 333 7th Avenue, Room 711, New York, NY 10001

Superintendent's Email Address: MRosales7@schools.nyc.gov

Phone Number: 212-356-3880 Fax: 212-356-7514

Section 2: District Leadership Team (DLT) Signature Page

The signatures of constituency representatives indicate that consultation has occurred in the development of the District Comprehensive Educational Plan and in the review, development, implementation and adoption of the current District Parent Involvement Policy. DLT members should review this document and sign the original DLT signature page in the appropriate column in blue ink. If a DLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which will be maintained on file, at the district office and be made available upon written request.

Directions:

1. List the names of each DLT member in the first column on the chart below.
2. Specify the constituent group represented.
3. SLT members should review this document and sign and date in the right-hand column in **blue ink**.

| Name | Position and Constituent Group Represented | Signature and Date (Blue Ink) |
|-------------------|--|-------------------------------|
| Daniella Phillips | Community Superintendent | |
| Marisol Rosales | High School Superintendent | |
| Marlon Hosang | CSA District Representative | |
| Donna Manganello | UFT District Representative | |
| | UFT High School Representative | |
| Andre Bullock | DC 37 Representative | |
| Martha Kessler | President of the District's Presidents' Council (or Designee) | |
| | President of the Borough High School Presidents' Council (or Designee) | |
| | President of the District Community Education Council (or Designee) | |
| | Title I District Parent Advisory Council (DPAC) Representative (or Designee) | |
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Section 3: Directions and Guidance for Developing the District Comprehensive Educational Plan

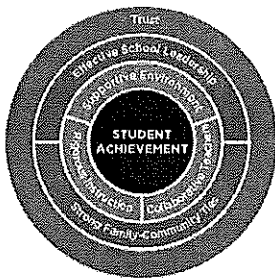
The DCEP is developed in accordance with the requirements of Chancellor's Regulation A-655 by the District Leadership Team (DLT). It is designed to engage and guide community stakeholders in a cycle of comprehensive educational planning and decision-making in order to identify and address the needs of all students and improve student performance. This section will provide DLTs with guidance regarding DCEP development informed by the Strong Schools, Strong Communities initiative and Framework for Great Schools. DLTs develop a DCEP each year, by updating the previous year's (2014-15) annual goals, district priorities and strategies based on the most current data and district and school needs.

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and DCEP Development



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

The Framework for Great Schools moves us to an approach that focuses on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the district community work together. 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 the district community concrete ways to support improvement of schools in the district.

In accordance with the requirements of Chancellor's Regulations A-655, all District Leadership Teams (DLTs) are to develop an educational plan in consultation with representatives of various district constituencies, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that DLTs will engage in a comprehensive educational planning process to inform the development of district priorities that will result in five annual goals in response to an analysis of district data and informed by the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

| The Six Elements of the Framework for Great Schools |
|---|
| Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. |
| Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. |
| Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. |
| Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. |
| Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. |
| Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other. |

NYSED Diagnostic Tool for School and District Effectiveness (DTSDE) Integrated Intervention Team (IIT) District Review

The New York State Education Department (NYSED) district review provides all New York State (NYS) stakeholders involved in school and/or district evaluation clear guidance around school improvement and highly effective educational practices. The more the NYS educational community engages in common practices and uses common language to evaluate and describe effective schools and districts, the more readily an educational community will be able to provide a high-quality education to all students.

In addition, the district review process supports continuous improvement by raising expectations and setting the standards of effectiveness expected by districts, providing a challenge and motivation to act where improvement is needed, and promoting rigor in the way districts evaluate their own performance thus enhancing their capacity to improve.

The district will engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets. This tool encompasses multiple instruments to gather evidence that leads to findings and recommendations that will have the strongest impact on district improvement. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the district will create a strategic plan to address the areas in need of improvement. All Focus Districts must use the new tool and are required to submit District Comprehensive Improvement Plans.

The foundation of the DTSDE are six fundamental tenets that align to research-based proven practices of effective schools and districts. The tenets are:

- Tenet 1:** District Leadership and Capacity
- Tenet 2:** School Leader Practices and Decisions
- Tenet 3:** Curriculum Development and Support
- Tenet 4:** Teacher Practices and Decisions
- Tenet 5:** Student Social and Emotional Developmental Health
- Tenet 6:** Family and Community Engagement

NYCDOE's Quality Review (QR)

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

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

School Quality Reports for Schools and Families

In November 2014, the New York City Department of Education released two new school quality reports, which present information about the school's practices, learning environment, and performance results:

- The School Quality Snapshot is designed specifically for families, and provides a concise summary of each school's practices, environment, and performance.
- The School Quality Guide is a more detailed report with additional information, including multiple years of data to show the school's progress over time.

New School Support Structure: A Streamlined System to Deliver Customized Support

The new school support structure consists of four major parts:

1. **Superintendents' Offices:** each of our Community and High School Superintendents will be responsible for providing schools with the resources they need to succeed and hold school leaders accountable for results, specifically by:

- Supervising and functioning as the rating officer for principals.
- Targeting supports to schools based on their respective assessments aligned to the Framework for Great Schools.
- Working with their respective geographically based Borough Field Support Center (BFSC) and Central Teams to ensure this support is cohesive and comprehensive. There will be seven BFSC's each led by a Borough Field Service Center Director, and they will house the full range of school support personnel, including experts on: instruction, operations, student services, health resources and counseling, and supporting English Language Learners and students with special needs.
- Facilitating the implementation of the broader DOE vision for instruction within the district (e.g., Common Core Learning Standards, Citywide Instructional Expectations).

2. **Borough Field Support Centers (BFSCs):** each of our seven geographically located Borough Field Support Centers will utilize a BOCES model (Board of Collaborative Educational Services) in the provision of support to schools and will:

- Provide high-quality, differentiated support in instruction, operations, and student services such as safety, health, and wellness, as well as support for English Language Learners and students with special needs.
- Responsible for the local administration of policies set by central divisions.

In this new system, superintendents work with principals to ensure that they receive the targeted support they need from the Borough Field Support Centers. The Borough Field Support Centers will have the staff necessary to build up specialized expertise

3. **Central Teams,** under the leadership of the Chancellor, will:

- Work with both the Borough Field Support Centers and the superintendents to guide the policy implementation for their portfolios

4. **Affinity Groups**, formerly called Partnership Support Organizations, will continue to play a role in this new support structure:

- These Affinity Groups will report to superintendents and be held accountable for school performance.
- The Affinity Groups are New Visions, Consortium & Internationals Schools, Urban Assembly and CUNY Schools.
- The Department will facilitate the opportunity for schools to collaborate across the city through professional learning communities, such as the Learning Partners Program.

Additional Support for High Needs Schools

School Renewal Program

Through the renewal school process, NYC will partner with school leaders, staff, families and community partners across the city to transform schools through the School Renewal Program. The DOE will work intensively with each school community over the next three years, setting clear goals and holding each school community—with support from Central—accountable for rapid improvement. This aligns with Tenet 1 and Tenet 2 of the DTSDE Rubric, which assesses how effectively the district works collaboratively with schools to provide opportunities and supports for school leaders to create, develop, and nurture school environments that are responsive to the needs of each school community. Key elements of the plan include:

- Transformation into a Community School with deepened support from and for families and community partners, partnering with Community Based Organizations to offer tailored whole-student supports, including mental health services that will help create a supportive environment and after-school programs.
- Implementation of extended learning time – an extra hour added to the school day to give all students additional instructional time
- Resources and supports to ensure effective school leadership and rigorous instruction with collaborative teachers.
- A school needs assessment across all six elements of the Framework for Great Schools (rigorous instruction, collaborative teachers, supportive environment, effective school leadership, strong family-community ties, and trust) to identify key areas for additional resources.
- Increased oversight and accountability including strict goals and clear consequences for schools that do not meet them.

Renewal schools are undergoing a comprehensive needs assessment. Additional resources will be provided, such as academic intervention specialists, guidance counselors, social workers, small group instruction and individualized plans to meet the academic and emotional needs of every student. Renewal schools will also receive extensive professional learning and development for school staff, including intensive coaching for principals, enhanced oversight from superintendents who all recently completed a rigorous interview process, and frequent visits from DOE trained staff to provide feedback and closely monitor progress. Additionally, Renewal Schools will be supported by Central and School Support Teams that will be implementing individualized three-year school renewal plans.

As Renewal Schools, under the direction of the Superintendent, the Principal Leadership Facilitators and Directors for School Renewal (DSRs) are the core drivers of school improvement and implementation for Renewal Schools within their district. The DSR oversees and supervises the coordination and delivery of intensive supports to persistently low achieving schools. The DSR assists with needs-aligned instructional and operational supports to a number of underperforming schools, including professional development, intensive interventions, summer programming and extended learning opportunities, to ensure accelerated academic achievement for the schools served.

The central Office of State/Federal Education Policy & School Improvement Programs works to identify and monitor Priority School whole school reform model selection and progress monitoring. The School Implementation Manager (SIM) ensures SIG application development, implementation, and monitoring of the approved plan. Specific activities of the SIM include:

- review quantitative and qualitative data to assess student strengths and weaknesses;
- investigate root causes or contributing factors for low student achievement;
- align resources to maximize benefits to students;
- monitor plan implementation and make mid-course adjustments, as needed; and
- evaluate the impact of improvement interventions and external partners.

Directors of School Renewal (DSRs): DSRs work with Renewal Schools to coordinate all school improvement efforts; SIMs work in collaboration with DSRs. Community School Directors (CSDs) are assigned to each Renewal School to coordinate resources at the school-level with the CBO and school. Staff are held accountable through performance reviews and grant monitoring. External partner organizations working with Priority Schools are evaluated by schools and the NYCDOE based on performance targets. Regular meetings take place with partners to ensure effectiveness, and through the SIG Innovation Framework Community-Oriented School Design the NYCDOE will convene all lead partners and school leaders as done with its School Innovation Fund (SIF) lead partners last year to share expectations of SIG and as a lead partner.

Interactions with the Renewal School include weekly coaching visits to schools by DSRs and content specialist instructional coaches. There are frequent observations with timely, accurate, and actionable feedback. Superintendents provide professional development for school leaders through organizing bi-monthly, collaborative Principal meetings. Superintendents also conduct school visits and provide feedback to school leaders. Leadership coaches who are former successful principals have been assigned to Renewal School principals. The Principal Leadership Coaches are invited to school visits and debriefs to help support implementation of the feedback and next steps given; they meet regularly with DSRs and Principals to monitor ongoing progress; they observe classroom instruction with the DSR and Principal to ensure a common, calibrated language around instruction and feedback; and they attend Renewal Initiative meetings facilitated by the Superintendent.

Priority Schools: Priority schools are schools that have been identified because they are among the lowest-performing five percent of all Title I schools, statewide, over the past three years. All Priority schools are required to implement a whole school reform model reflected in their School Comprehensive Educational Plan in the 2015-2016 school year that includes the following improvement strategies by:

- Cultivating strong leadership through the Principal Performance Observation (PPO) process whereby the Superintendent, Principal Leadership Facilitator or Central designee provide effective feedback on principal leadership.
- Ensuring that teachers are able to improve instruction by reviewing the quality of all staff and retaining only those who have the ability to be successful in the turnaround effort.
- Redesigning the school day, week, or year to include additional time for Student learning and Teacher collaboration.
- Strengthening the School's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with Common Core Learning Standards.
- Using data to inform instruction and for continual improvement, including the provision of time for collaboration on the use of data.
- Providing ongoing mechanisms for family and community engagement.
- Extended Learning Time opportunities for students in all schools.

Focus Schools: Focus Schools are schools that have room for improvement in areas that are specific to the school. As part of the process, Focus Schools will receive targeted and tailored solutions to meet the school's unique needs which may include the following improvement strategies:

- Completion of District Comprehensive Improvement Plan, S/CEP and annual self-assessment
- Engage in DOE's Learning Partners Program, where schools collaborate and share best practices

Local Assistance Plan Schools (LAP): Local Assistance Plan Schools are schools that are:

- Not identified as Priority or Focus

- Exhibit significant achievement gaps in performance among subgroups
- Failed to make AYP for three (3) consecutive years for a specific subgroup

As part of the process, Local Assistance Plan Schools will receive targeted and tailored solutions to meet the school's unique needs, including:

- Participated in district led review aligned to the NYSED DTSDE Tenets
- Working with Instructional Coaches
- Receiving turnkey training from lead teachers and/or administrators
- Facilitating team meetings in developing lessons
- Incorporating strategies to support certain subgroups not making AYP

District 75: District 75 consists of 56 school organizations, home and hospital instruction and vision and hearing services. District 75's schools and programs are located at more than 310 sites in the Bronx, Brooklyn, Manhattan, Queens, Staten Island and Syosset, New York. With the support of the District 75 Superintendent and the Borough Field Support Centers, District 75 will continue to provide citywide educational, vocational, and behavior support programs for students who are on the autism spectrum, have significant cognitive delays, are severely emotionally challenged, sensory impaired and/or multiply disabled.

Strengths and Areas of Improvement from Last Year's Plan

The strengths of last year's plan included clear expectations as to what will be required of the system stakeholders, in addition to being reader and user-friendly. The plans also addressed the identified needs. The areas for improvement noted in last year's plan were teacher evaluation, curriculum development, increased parent engagement, use of data to inform social and emotional needs of students, the use of data to inform instruction, and increased targeted support for our most challenged schools.

Anticipated Challenges

The following are anticipated challenges that may impact the ability to accomplish the mission or guiding principles:

Engaging large numbers of families in school improvement efforts on a sustained basis. Many families live great distances from their child's school or their schedules hinder their ability to participate fully in parent engagement activities.

Next Steps for District Comprehensive Educational Planning and DCEP Development

District Leadership Teams should engage in the following steps:

- Step 1:** Conduct a comprehensive needs assessment informed by the district's most recent NYSED accountability report card and most current quantitative and qualitative data. Prioritize the district's areas of focus.
- Step 2:** Revisit your district'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 district community know when you've reached your goal. *Taking into account the data analyses in the areas of district demographics, enrollment, capital planning and capacity, school performance, and program planning as well community needs and priorities and reflect on key district goals for the 2016-17 school year and beyond.*
- Step 3:** Build consensus around the development of annual goals, activities/strategies, District Parent Involvement Policy (DPIP), as outlined in Chancellor's regulation A-655 and the District's 100.11 Plan.
- Step 4:** Share the plan with all community district stakeholders and schools.

Step 5: Establish a process for engaging in progress monitoring throughout the year to assess whether the activities/strategies result in desired outcomes.

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 4a: DCEP Overview

Develop a narrative summary that includes:

1. Contextual information about your district's community and its unique/important characteristics

I. Demographics

Community School District 1 represents 31 schools serving students in grades pre-K-12 that are geographically located in the China Town, East Village and Lower East Side section(s)/community(s) of the borough of Manhattan, New York. The District is comprised of 13 elementary schools; 5 middle/intermediate/junior high schools; 4 K-8 schools; 2 secondary schools; 6 high schools; and 1 K-12 school. Additionally, there are 4 charter schools in the district. The District serves a population of approximately 12,316 students from culturally diverse backgrounds, and the District's community is home to many new immigrants from China and the Dominican Republic.

According to the latest available demographic data (2014-2015) 0.80% of the students are American Indian/Alaska Native; 21.85% are Asian or Pacific Islander; 17.90% are Black or African American; 41.08% are Hispanic or Latino, and 16.95% are White.

Approximately 22.14% of the students have Individualized Education Plans (IEPs) and receive the full continuum of special education services including Special Education Teacher Support Services (SETSS), Integrated Co-Teaching (ICT) classes and other models of integrated inclusion classes, instruction in self-contained classes, and related services such as speech and language, counseling, and adaptive physical education. Additionally, 11.03% of the students are English language learners (ELLs), with Spanish as the dominant language among the vast majority. 8.43% of ELL students in the District are Students with Interrupted Formal Education (SIFE).

Approximately 59.96% of students qualify for free lunch and 5.16% of students qualify for reduced lunch. Approximately 11.1% of students are in temporary housing (STH). Of the 31 schools in the district, 24 are Title I eligible, 24 schools are implementing Title I School Wide Programs (SWP), and 0 schools are designated as Title I Targeted Assistance Schools (TAS). Additional information regarding these designations can be found on the New York State Education Department [website](#).

The average student attendance rate for District 1 in 2014-15 was 93.0%. The average student Superintendent suspension rate for District 1 in 2014-15 was 1.9%.

Approximately 92.85% of teachers in District 1 are deemed to be highly qualified in their area of assignment in core subject areas. The percentage of teachers holding a Masters Degree plus 30 hours or a Doctorate is 41.00%. The percentage of teachers in the district rated effective/highly effective is 93.57%.

2. Strategies for Improving Student Outcomes in District Schools that Include District Specific Collaborations, Partnerships and/or Special Initiatives

Types of programs that District 1 schools will be engaging in for this school year, including grant-funded programs are indicated below:

- Providing support in the development of Assistant Principal's, new teachers, Dual Language teachers, and teachers in ICT co-teaching partnerships.
- Providing action plans to support the school vision and students learning targets.
- A focus on high quality written feedback to teachers and next steps to improve teaching practices through coaching, inter-visitations, and modeling.

Effective partnerships that District 1 schools will be engaging in for this school year include:

- PROSE schools 01M363, 01M364, and 01M839, LPP + school 01M378 and Showcase schools 01M188 and 01M450.
- Urban Advantage program for improving science instruction in middle schools (01M034, 01M839, 01M188, 01M140 and 01M332), as well as local field trips to BioBase/BioBus and NYC Space Science Education Center.

Funding opportunities that District 1 schools will be utilizing or applying for in this school year are:

- In July 2015, District 1 received a 3-year, \$1.25 million grant from NYSED for Socio-Economic Integration Pilot Program (SIPP). The grant will support the implementation of Renzulli School-wide Enrichment Model (SEM) at P.S. 15 (pilot school), as well as piloting a different controlled-choice enrollment policy for the school to improve racial and socio-economic status integration that reflects the district's average demographics.
- District 1 received a \$25,000 innovation grant from the Fund for Public Schools to implement a Regents Academy for eighth graders in all D1 middle schools.
- District 1 will apply for new 5-year cycle of Extended Day & School Violence and Drop-out Prevention grant for \$350,000/year.

Renewal Schools will implement the following school improvement strategies during this school year:

- Expanded learning opportunities for all students, including additional instruction provided during afterschool and/or summer programming provided in collaboration with community partners.
- Transformation into a community school in order to increase student and family access to physical and mental health services and other social-emotional supports made available in or near the school.
- Consolidation proposal (and truncation of middle school grades) for Henry St. School of International Studies into University Neighborhood Middle School.
- Intensive professional development for all staff to ensure effective implementation of curriculum and instruction aligned to the Common Core State Standards (CCSS), and to support staff in effectively responding to the differentiated academic and social-emotional needs of all students.
- Additional, focused strategies to increase parent and family engagement.

3. A summary of 2015-16 New York State District Accountability Status

District 1 has been identified by the New York State Education Department as a Focus District for performance and having one or more Focus/Priority schools. 3 schools have been identified as Priority Schools. Additional accountability status for Priority schools are as follows: 2 Renewal, 0 Persistently Struggling, 3 Struggling. 1 school has been identified as a Focus School. Additional accountability status for Focus schools are as follows: 0 Renewal, 0 Persistently Struggling, 0 Struggling. 2 are required to have a Local Assistance Plan. 3 Schools are using a New York State Education School Improvement Grant (SIG1003g) to implement a whole school reform model. Additional information regarding the state designations and progress targets can be found on the New York State Education Department [website](#).

4. A summary of 2015-16 New York State School Accountability Status for the district Response to the NYSED Integrated Intervention Team (IIT) DTSDE Citywide Review

District 1 Data Snapshot

| School Configuration | | <i>Source: NYCDOE</i> | | | |
|--|---------------|---|---------------|-----------------|----------|
| Number of Schools in the District (2016-17) | | | | | |
| Total # of Schools (<i>not incl. EEC or Charter</i>) | 29 | Early Education Centers (EEC) | 0 | Charter Schools | 4 |
| Elementary | 12 | Middle/Intermediate/Junior High Schools | 4 | High Schools | 6 |
| K-8 Schools | 4 | Secondary Schools | 2 | K-12 Schools | 1 |
| Title I School Count | | <i>Source: NYCDOE FY17 School Allocation Memorandum</i> | | | |
| 2016-17 # of Title I SWP Schools | 22 | 2016-17 # of Title I Targeted Assistance Schools | 0 | | |
| School Composition | | <i>Source: SED Report Card</i> | | | |
| 2015-16 Enrollment | 12009 | SY15 % Reduced Lunch | 5% | | |
| SY15 % of LEP Students | 11% | SY15 % Free Lunch | 59% | | |
| SY15 % of Students with Disability | 22% | SY15 % Economically Disadvantaged Students (Title I) | 64% | | |
| School Composition - Other | | <i>Source: Internal NYCDOE</i> | | | |
| SY16 % of Students in Temporary Housing | 14.85% | SY15% of SIFE Students | 8.78% | | |
| Attendance & Suspension Rate | | <i>Source: Internal NYCDOE</i> | | | |
| SY15 Average Student Attendance Rate - Elementary | 92.88% | SY15 Average Student Attendance Rate - Grade 2 | 93.84% | | |
| SY15 Average Student Attendance Rate - Middle | 93.20% | SY15 Average Student Attendance Rate - Grade 7 | 94.27% | | |
| SY15 Average Student Attendance Rate - K-8 | 94.82% | SY15 Average Student Attendance Rate - Grade 9 | 87.81% | | |
| SY15 Average Student Attendance Rate - Secondary | 91.15% | SY15 Average Student Attendance Rate - Grade 10 | 86.05% | | |

| | | | |
|--|--------|--|--------|
| SY15 Average Student Attendance Rate - High School | 88.31% | SY15 Average Student Suspension - Principal | 1.89% |
| SY15 Average Student Attendance Rate - All | 90.91% | SY15 Average Student Suspension - Superintendent | 0.82% |
| Racial/Ethnic Origin | | <i>Source: SED Report Card</i> | |
| SY15 % American Indian or Alaska Native | 1% | SY15 % Black or African American | 17% |
| SY15 % Hispanic or Latino | 41% | SY15 % Asian or Native Hawaiian/Pacific Islander | 22% |
| SY15 % White | 18% | SY15 % Multi-Racial | 1% |
| Teacher and Principal Qualifications | | <i>Source: SED Report Card</i> | |
| SY15 % of Teachers deemed as highly qualified (Source: Internal NYCDOE) | 92.85% | SY14 % of Teachers rated as effective or highly effective | 93.57% |
| SY15 % of Teachers with fewer than 3 years of experience | 17% | SY15 % of Teachers with master's degree plus 30 hours or doctorate | 42% |
| SY15 Turnover rate of all teachers | 19% | | |
| Student Performance for Elementary and Middle Schools Grades 3-8 | | <i>Source: SED Assessment Database</i> | |
| SY16 ELA Performance at levels 3 & 4 (All Grades) | 42.14% | SY16 Mathematics Performance at levels 3 & 4 (All Grades) | 41.99% |
| SY15 Science Performance at levels 3 & 4 (4th Grade) | 84% | SY15 Science Performance at levels 3 & 4 (8th Grade) | 64% |
| Student Performance for High Schools | | <i>Source: SED Report Card</i> | |
| ELA Performance at levels 3 & 4 (2011 Cohort) | 72% | Math Performance at levels 3 & 4 (2011 Cohort) | 71% |
| High School Graduation (NY State Calculation) | | <i>Source: NYCDOE / SED</i> | |
| Four Year Graduation Rate (2010 Cohort - June) | 51.08% | Four Year Graduation Rate (2010 Cohort - August) | 53.44% |
| Five Year Graduation Rate (2010 Cohort - June) | 58.47% | Five Year Graduation Rate (2010 Cohort - August) | 59.44% |
| Four Year Graduation Rate (2011 Cohort - June) | 57.53% | Four Year Graduation Rate (2011 Cohort - August) | 58.95% |
| College Readiness | | <i>Source: SED Report Card</i> | |
| SY14 % of 1st year students who earned 10+ credits | 82.58% | SY14 % of 3rd year students who earned 10+ credits | 77.78% |
| SY14 % of 2nd year students who earned 10+ credits | 80.76% | | |

| District School Accountability Status | | | | | | |
|--|---------------|----------------------------------|-------------------------------------|-----------------------|---|----------------------------------|
| <u>BEDS</u> | <u>DBN</u> | <u>SED Accountability Status</u> | <u>NYCDOE Accountability Status</u> | <u>SIG/SIF Cohort</u> | <u>Struggling/Persistently Struggling</u> | <u>School Name</u> |
| <u>310100010015</u> | <u>01M015</u> | <u>Focus School</u> | <u>Renewal School</u> | <u>N</u> | <u>N</u> | <u>P.S. 015 Roberto Clemente</u> |

| | | | | | | |
|---------------------|---------------|------------------------------|-----------------------|---------------------|----------|--|
| <u>310100010019</u> | <u>01M019</u> | <u>Reward School</u> | = | <u>N</u> | <u>N</u> | <u>P.S. 019 Asher Levy</u> |
| <u>310100010020</u> | <u>01M020</u> | <u>Good Standing</u> | = | <u>N</u> | <u>N</u> | <u>P.S. 020 Anna Silver</u> |
| <u>310100010034</u> | <u>01M034</u> | <u>Good Standing</u> | = | <u>N</u> | <u>N</u> | <u>P.S. 034 Franklin D. Roosevelt</u> |
| <u>310100010063</u> | <u>01M063</u> | <u>Good Standing</u> | = | <u>N</u> | <u>N</u> | <u>The STAR Academy - P.S.63</u> |
| <u>310100010064</u> | <u>01M064</u> | <u>Good Standing</u> | = | <u>N</u> | <u>N</u> | <u>P.S. 064 Robert Simon</u> |
| <u>310100010110</u> | <u>01M110</u> | <u>Good Standing</u> | = | <u>N</u> | <u>N</u> | <u>P.S. 110 Florence Nightingale</u> |
| <u>310100010134</u> | <u>01M134</u> | <u>Good Standing</u> | = | <u>N</u> | <u>N</u> | <u>P.S. 134 Henrietta Szold</u> |
| <u>310100010140</u> | <u>01M140</u> | <u>Local Assistance Plan</u> | = | <u>N</u> | <u>N</u> | <u>P.S. 140 Nathan Straus</u> |
| <u>310100010142</u> | <u>01M142</u> | <u>Good Standing</u> | = | <u>N</u> | <u>N</u> | <u>P.S. 142 Amalia Castro</u> |
| <u>310100010184</u> | <u>01M184</u> | <u>Reward School</u> | = | <u>N</u> | <u>N</u> | <u>P.S. 184m Shuang Wen</u> |
| <u>310100010188</u> | <u>01M188</u> | <u>Local Assistance Plan</u> | = | <u>N</u> | <u>N</u> | <u>P.S. 188 The Island School</u> |
| <u>310100011292</u> | <u>01M292</u> | <u>Focus School</u> | <u>Renewal School</u> | <u>SIG Cohort 5</u> | <u>N</u> | <u>Henry Street School for International Studies</u> |
| <u>310100010301</u> | <u>01M301</u> | <u>Good Standing</u> | = | <u>N</u> | <u>N</u> | <u>Technology, Arts, and Sciences Studio</u> |
| <u>310100010315</u> | <u>01M315</u> | <u>Good Standing</u> | = | <u>N</u> | <u>N</u> | <u>The East Village Community School</u> |
| <u>310100010332</u> | <u>01M332</u> | <u>Local Assistance Plan</u> | = | <u>SIF Round 3</u> | <u>N</u> | <u>University Neighborhood Middle School</u> |

| | | | | | | |
|---------------------|---------------|------------------------------|---|---------------------|----------|---|
| <u>310100010361</u> | <u>01M361</u> | <u>Good Standing</u> | = | <u>N</u> | <u>N</u> | <u>The Children's Workshop School</u> |
| <u>310100010363</u> | <u>01M363</u> | <u>Good Standing</u> | = | <u>N</u> | <u>N</u> | <u>Neighborhood School</u> |
| <u>310100010364</u> | <u>01M364</u> | <u>Local Assistance Plan</u> | = | <u>N</u> | <u>N</u> | <u>Earth School</u> |
| <u>310100010378</u> | <u>01M378</u> | <u>Good Standing</u> | = | <u>N</u> | <u>N</u> | <u>School for Global Leaders</u> |
| <u>310100011448</u> | <u>01M448</u> | <u>Good Standing</u> | = | <u>N</u> | <u>N</u> | <u>University Neighborhood High School</u> |
| <u>310100011450</u> | <u>01M450</u> | <u>Good Standing</u> | = | <u>N</u> | <u>N</u> | <u>East Side Community School</u> |
| <u>310100011458</u> | <u>01M458</u> | <u>Good Standing</u> | = | <u>N</u> | <u>N</u> | <u>Forsyth Satellite Academy</u> |
| <u>310100011509</u> | <u>01M509</u> | <u>Focus School</u> | = | <u>SIG Cohort 4</u> | <u>N</u> | <u>Marta Valle High School</u> |
| <u>310100011515</u> | <u>01M515</u> | <u>Good Standing</u> | = | <u>N</u> | <u>N</u> | <u>Lower East Side Preparatory High School</u> |
| <u>310100011539</u> | <u>01M539</u> | <u>Reward School</u> | = | <u>N</u> | <u>N</u> | <u>New Explorations into Science, Technology and Math High School</u> |
| <u>310100011650</u> | <u>01M650</u> | <u>Good Standing</u> | = | <u>N</u> | <u>N</u> | <u>Cascades High School</u> |
| <u>310100011696</u> | <u>01M696</u> | <u>Good Standing</u> | = | <u>N</u> | <u>N</u> | <u>Bard High School Early College</u> |
| <u>310100010839</u> | <u>01M839</u> | <u>Local Assistance Plan</u> | = | <u>N</u> | <u>N</u> | <u>Tompkins Square Middle School</u> |

Priority School Summary (Source: NYSED as of 2/16)
 (PI is the Combined ELA and Math Based on 2014-15 results)

| DBN | Renewal | Receivership | Identified for E/M PI (All Students) | Identified for HS PI (All Students) | Identified for Graduation Rate (All Students) | | | | |
|--|---------|--------------|--------------------------------------|-------------------------------------|---|-------|-----|-----|----------|
| Focus School Summary (Combined ELA & Math PI based on 2014-15 results) (Source: NYSED as of 2/16) | | | | | | | | | |
| **Note that schools with * were identified by the District as a result of local measures | | | | | | | | | |
| DBN | SWD | Am Ind | Asian | Black | Hispanic | White | LEP | ED | Mix Race |
| 01M015 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | Yes | N/A |
| 01M292 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | Yes | N/A |
| 01M509 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | Yes | N/A |

| LAP School Summary (Source NYSED as of 5/16) | | | | | | |
|---|-----------|-----------|--------|---------|---------------|--------------------------|
| (Subgroups who failed to make AYP in 2012-13, 2013-14 and 2014-15)) | | | | | | |
| DBN | 3-8 ELA | 3-8 Math | HS ELA | HS Math | 4 & 8 Sci | Grad Rate (All Students) |
| 01M140 | | | | | Hispanic, | |
| 01M188 | Black, | | | | | |
| 01M364 | Hispanic, | Hispanic, | | | | |
| 01M839 | | | | | Hispanic, ED, | |

| Good Standing/Reward School Summary (Source NYSED as of 5/16) | |
|--|-----------------------|
| DBN | Accountability Status |
| 01M019 | Reward School |
| 01M020 | Good Standing |
| 01M034 | Good Standing |
| 01M063 | Good Standing |
| 01M064 | Good Standing |
| 01M110 | Good Standing |
| 01M134 | Good Standing |
| 01M142 | Good Standing |
| 01M184 | Reward School |
| 01M301 | Good Standing |

| | |
|--------|---------------|
| 01M315 | Good Standing |
| 01M361 | Good Standing |
| 01M363 | Good Standing |
| 01M378 | Good Standing |
| 01M448 | Good Standing |
| 01M450 | Good Standing |
| 01M458 | Good Standing |
| 01M515 | Good Standing |
| 01M539 | Reward School |
| 01M650 | Good Standing |
| 01M696 | Good Standing |

Section 4b: District Comprehensive Needs Assessment

(Based on District data available on August 2015)

Directions: Summarize district performance trends; include major findings from a comprehensive review of student achievement data and other critical indicators of district performance. Include in your needs assessment, the areas (and student groups) for which the district has been identified under the NYSED accountability system.

The District Leadership Team (DLT) conducted a comprehensive needs assessment for Community School District 1 using the latest available NYSED District Report Card and most recent testing and authentic assessment data. The scope of student performance for the school year 2015-16, Elementary/Middle English language arts (ELA) , Mathematics, and Secondary English language arts, Mathematics, and graduation rate were closely examined; trends, NCLB subgroups and districtwide student performance was compared with New York City Benchmarks, and New York State Benchmarks.

Elementary/Middle Level Needs Assessment

(Based on District Data Source: 2014-15 New York State Common Core ELA and Mathematics Tests Grades 3-8 NYC Results)

Note: This section will be updated based upon the public release of data.

English Language Arts (ELA)

- Overall proficiency results: The Districtwide rate of 38.3% of grade 3-8 students assessed met proficiency in ELA. 35.6% of 7 graders had the lowest proficiency levels as compared to the rest of the grade levels in the district.
- Overall trends: The Districtwide average proficiency in ELA for students in grades 3-8 is 38.3%, which is a difference of 7.9% as compared to the citywide average of 30.4% and as compared to the borough average of 37.6%.
- Subgroup proficiency results: For the 2014-15 school year, among all subgroups, 5.6% of Limited English Proficient (LEP) students (a change of -0.3% from 2013-14), 6.8% of Students with Disabilities (a change of 1.1% from 2013-14), 19.5% of Black (a change of -0.6% from 2013-14), 19.5% of Hispanic students (a change of 1.8% from 2013-14), 60.8% of Asian (a change of 0.4% from 2013-14), and 73.9% of White students (a change of -3.3% from 2013-14), met the ELA proficiency level.
- Performance gap analysis: Most subgroups demonstrated proficiency levels that were slightly less than or close to the proficiency level from the previous year.

Mathematics

- Overall proficiency results: The Districtwide rate of 42.2% of grade 3-8 students assessed met proficiency in Mathematics. 27.3% of 8 graders had the lowest proficiency levels as compared to the rest of the grade levels in the district.
- Overall trends: The Districtwide average proficiency in Mathematics for students in grades 3-8 is 42.2%, which is a difference of 6.9% as compared to the citywide average of 35.2% as compared to the borough average of 41.5%.
- Subgroup proficiency results: For the 2014-15 school year, among all subgroups, 19.2% of Limited English Proficient (LEP) students (a change of -1.4% from 2013-14), 11.3% of Students with Disabilities (a change of 1.0% from 2013-14), 19.8% of Black (a change of -0.6% from 2013-14), 22.0% of Hispanic students (a change of 1.1% from 2013-14), 77.7% of Asian (a change of 0.4% from 2013-14), and 76.2% of White students (a change of -3.1% from 2013-14), met the Mathematics proficiency level.
- Performance gap analysis: Most subgroups demonstrated proficiency levels that were slightly less than or close to the proficiency level from the previous year.

Secondary Level Needs Assessment

(Based on District Data Source: 2013-14 NYSED Assessments)

Note: This section will be updated based upon the public release of data.

English Language Arts (ELA)

- Cohort information based on the 2013-14 NYSED Assessment Data: Our 2010 cohort (*Students who entered 9th grade in 2010 anywhere, considered by SED to be 12th graders and accountable for taking the ELA Regents*). A need to increase the number of students scoring at or above exists, to support all subgroups students in achieving College and Career Readiness, as 24.27% of Students with Disabilities and 17.65% of Limited English Proficiency (LEPs) scored at levels 3-4.
- Overall preliminary 2013-14 Regents results: 58.34% of the students in the 2010 cohort (*Students who entered 9th grade in 2010 anywhere, considered by SED to be 12th graders and accountable for taking the ELA Regents*) met proficiency as compared to 57.66% in the previous year (2012-13).
- Overall trends: The districtwide rate of 58.34% proficiency in ELA for all students assessed indicates a 0.68% change from the previous year (2012-13).
- Preliminary subgroup proficiency results: For the 2013-14 school year, among all subgroups, 17.65% of Limited English Proficient (LEP) students (a change of -3.25% from 2012-13), 24.27% of Students with Disabilities (a change of -10.89% from 2012-13), 49.07% of Black (a change of -2.84% from 2012-13), 45.89% of Hispanic students (a change of 0.55% from 2012-13), 67.50% of Asian (a change of -2.43% from 2012-13), and 85.82% of White students (a change of -5.33% from 2012-13), met the ELA proficiency levels 3-4).
- Performance gap analysis: Most subgroups demonstrated proficiency levels that were slightly less than or close to the proficiency level from the previous year.

Mathematics

- Cohort information based on the 2013-14 NYSED Assessment Data: Our 2010 cohort (*Students who entered 9th grade in 2010 anywhere, considered by SED to be 12th graders and accountable for taking the Mathematics Regents*.)
- A need to increase the number of students scoring at 80 or above exists, to support all subgroups students in achieving College and Career Readiness, as 19.42% of Students with Disabilities and 19.42% of Limited English Proficiency (LEPs) scored at levels 3-4.
- Overall preliminary 2013-14 Regents results: 38.48% of the students in the 2010 cohort (*Students who entered 9th grade in 2010 anywhere, considered by SED to be 12th graders and accountable for taking the Mathematics Regents*) met proficiency, in comparison to the 35.42% in the previous year (2012-13).
- Overall trends: The districtwide rate of 38.48% proficiency results in Math for all students assessed indicates a 3.06% change from the previous year (2012-13).
- Preliminary subgroup proficiency results: For the 2013-14 school year, among all subgroups, 35.29% of Limited English Proficient (LEP) students (a change of -5.00% from 2012-2013), 19.42% of Students with Disabilities (a change of 6.23% from 2012-2013), 22.36% of Black (a change of -0.50%

from 2012-2013), 16.44% of Hispanic students (a change of -0.64% from 2012-2013), 67.50% of Asian (a change of 2.43% from 2012-2013), and 77.30% of White students (a change of 5.62% from 2012-2013), met the mathematics proficiency levels 3-4.

- Performance gap analysis: Most subgroups demonstrated proficiency levels that were slightly higher than or close to the proficiency level from the previous year.

4 Year Graduation Rate:

- Based on the latest available data, student's graduation rate for secondary school level for our 2010 cohort reached 53.44% graduation rate [based on August 2014 graduation rates], a change of -1.90% from the previous year.

5 Year Graduation Rate:

- Based on the latest available data, student's graduation rate for secondary school level for our 2009 cohort reached 63.51% graduation rate [based on August 2013 graduation rates], a change of -2.0% from the previous year. While the district was not successful in meeting our progress target of 80% graduation rate, we have made incremental progress during these past four (4) years.

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

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

Part 1 – Needs Assessment

- Reflect on Section 5, the comprehensive needs of your district'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 other major findings and/or other relevant indicators of district performance including student groups for which the district has been identified.
- Summarize your district's strengths and needs relative to Rigorous Instruction 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 sources.
- Summarize district trends regarding how Renewal, Focus, Priority and Local Assistance Plan Schools will address Rigorous Instruction in their School Comprehensive Educational Plans (SCEPs).
- Reflect on how the district will address the priority need(s)
- Reflect on how the district will address the findings from the New York State Education Department (NYSED) Integrated Intervention Team (IIT) DTSDE Citywide Review indicated below.

Districtwide Strengths:

- All District 1 schools have adopted or developed curricula that aligns with CCLS. Over 50% of schools utilize units of studies and protocols from Teachers College Reading and Writing Project for English Language Arts, while other schools adjust ELA core curricula from Expeditionary Learning and ReadyGen. Most schools utilize CMP3 and Go Math for math curricula with supplements of multi-step problems from Exemplars and units from EngageNY.
- In 2015 University Neighborhood M.S. 332 was removed from "Priority School" status identified by NYSED due to consecutive years of students meeting benchmark targets of academic progress.
- Teachers on School Survey and via conferences with principals note a high degree of understanding and knowledge of Danielson's Framework for Teaching, which then informs their planning and delivery of rigorous instruction.

Summary of Districtwide Trends:

- Teachers and consultants use formative and summative data to inform professional development sessions and ensure that teaching practice provides access to the curriculum for all students including students with disabilities and English Language Learners.
- Partnerships such as Creative Arts Agency, Change for Kids, and Arts for All provide academic enrichment through various art forms aligned to the common core learning standards and provides opportunities for students to engage in project based learning.
- Peer mentoring programs incorporate a greater use of technology and ELL student's resources such as READ 180 and Achieve 3000 to support literacy skills. Talent coaches and teachers will create and design vertical curriculum that is aligned with the CCLS to include performance tasks and skills to support student instructional growth.
- Teachers will focus on instructional strategies and rigorous activities that are differentiated to address the needs of subgroup populations such as ELL's and SWD's.
- Teachers will track students' progress utilizing the following: running records; on-going student assessment data to focus on student needs; guided and independent reading lessons to further enhance reading comprehension; in order to improve literacy proficiency in the 2015-2016 school year.

Districtwide Needs:

- Ensuring protocols are in place in order to develop challenging curricula across all content areas aligned with Common Core Learning Standards (CCLS) resulting in CCLS-aligned units of study and lesson plans.

Source: District and New York State Education Department (NYSED) Integrated Intervention Team (IIT) Reviews of

Priority, Focus and Local Assistance Plan Schools.

Part 1b – Priority Need(s)

Reflect on the districtwide need(s) to inform the development of a districtwide priority(s) that will address Rigorous Instruction.

There is a need to provide high quality instruction to inform parents’ choice in schools within District 1. By improving pedagogic approach we hope to improve student performance outcomes.

Part 2 – Annual Goal

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

By June 2016, District 1 will improve student achievement by providing high-quality instruction at all District 1 schools, so that parents’ choice is about pedagogic approach (e.g., dual language, multi-grade classes, portfolio-based assessments, etc.) and not varied student performance outcomes.

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the actions, strategies, and activities your district will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • 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 increase parent involvement and engagement. • Actions the district will take to address the districtwide needs resulting from the NYSED IIT DTSDE Citywide Review and district schools identified as Renewal, Priority, Focus and Local Assistance Plan (LAP) schools. • Strategies to address schools in the Affinity Groups (if applicable) • Strategies to address Transfer High Schools (if applicable) | <p>Target Group(s) Who will be targeted?</p> | <p>Timeline What is the start and end date?</p> | <p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p> |
|---|---|--|---|
| <p>Central Support: The NYCDOE communicates expectations and support of CCLS-aligned curriculum development weekly via Principals’ Weekly , and Field Support for Schools . Schools will complete a revised</p> | <p>Principals and Teachers Borough Field</p> | <p>September 2015 –</p> | <p>Central Offices Superintendent Team</p> |

| | | | |
|--|---|--|--|
| <p>Comprehensive Educational Plan (CEP) aligned with elements of the Framework for Great Schools. The element, Rigorous Instruction communicates clear expectations of CCLS-aligned curricula with College and Career Readiness skills. Central offices, will provides professional development opportunities and update curriculum including the Core Curriculum, Common Core Library, Science Scope & Sequence, Social Studies Scope & Sequence, and modified units and lessons for English Language Learners, Students in Temporary Housing (STH) and the Arts.</p> <p>Borough Field Support Centers will offer supports to facilitate CCLS alignment of curricula through professional development opportunities and resources posted in Professional Development and Student Opportunities, Resources for Teacher Teams, Video Library for Educators of ELLs and Core Curriculum Professional Development. The Superintendent’s team will monitor progress and provide feedback regarding <u>Quality Reviews</u> (1.1 - rigorous, and coherent curricula) and Advance .</p> <p>District Support:</p> <p>Focused inquiry study of STH (students in temporary housing) in terms of enrollment, data review of shelter vs. doubled up students, book club or other outreach with STH families, and highlighting effective strategies at schools.</p> | <p>Support Center</p> <p>Student in Temporary Housing</p> | <p>June 2016</p> <p>September 2015 – June 2016</p> <p>September 2015 – June 2016</p> | <p>Superintendent Team</p> |
| <p>Vigorous support of Renewal schools P.S. 15 and Henry St. School of International Studies, including proposal for NYSED socio-economic integration grant, close review of writing units of study, and Renzulli SEM model of PD.</p> | <p>P.S. 15 and Henry Street School</p> | <p>September 2015 – June 2016</p> | <p>Superintendent Team</p> |
| <p>Expansion of DL programming in D1 so that two (2) DL Mandarin programs at Shuang Wen school PS 184 and Anna Silver School PS 20 are supplemented and balanced out with high quality DL Spanish programs at Island School PS 188 and Anna Silver School PS 20. Additionally, in 2015-16, the DLT will explore development of DL program at middle school level.</p> | <p>Dual Language Schools</p> | <p>September 2015 – June 2016</p> | <p>Superintendent Team</p> |
| <p>Collaborate with schools to promote rigorous habits and higher order skills within the school curriculum and student tasks, to ensure there are opportunities and supports in the alignment to the common core learning standards.</p> | <p>All Schools</p> | <p>September 2015 - June 2016</p> | <p>Superintendent Team</p> |
| <p>Provide workshops for parents to explain the Common Core Learning Standards so that they have a better understanding of how they can help support their child(ren) at home.</p> | <p>Parents</p> | <p>September 2015 – June 2016</p> | <p>District Family Leadership and Support Coordinators</p> |

Part 4 – Resources

| |
|--|
| Indicate resources, including NYCDOE and/or Community Partners you will leverage to achieve this annual goal and implement this action plan. |
| Office of Safety and Youth Development, Borough Field Support Center Staff, Office of School Renewal |

Part 5 – Progress Monitoring

| |
|---|
| Part 5a. Districts 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 district progress toward meeting the specified goal. |
| By February 2016, superintendent team notes will reflect that schools are providing high quality instruction to improve student outcomes. |
| Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable. |

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

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

Part 1 – Needs Assessment

- Reflect on Section 5, the comprehensive needs of your district’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 trends for academic performance, attendance, suspension, school survey results, and any other major findings and/or other relevant indicators of district performance including student groups for which the district has been identified.
- Summarize your district’s strengths and needs relative to Supportive Environment 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 sources.
- Summarize district trends regarding how Renewal, Focus, Priority and Local Assistance Plan Schools will address Supportive Environment in their School Comprehensive Educational Plans (SCEPs).
- Reflect on how the district will address the priority need(s)
- Reflect on how the district will address the findings from the New York State Education Department (NYSED) Integrated Intervention Team (IIT) DTSDE Citywide Review indicated below.

Districtwide Strengths:

- District 1 does not have any schools identified as “Persistently Dangerous” by NYSED. Additionally, the district-wide suspension rate is below the City-wide average and does not reflect disproportionality concerns of suspending any particular subgroup at a rate that far exceeds that subgroup’s % of total student population. As a result, D1 does not have any schools that qualify for NYCDOE’s TAC-D (Technical Assistance Conference—Disproportionality) pilot program.
- There is a growing community of teachers, parents, and students who seek alternative approaches to building positive school culture and promoting restorative practices.

Summary of Districtwide Trends:

- Partnerships such as Pathways to Leadership provide physical and mental health related services and supports to students and families.
- Expanded learning opportunities such as after-school and summer programs have had a positive effect on attendance and an increase in student participation resulting in improved student engagement in all classrooms.
- All school constituents continue to participate in the implementation of Positive Behavior Intervention System (PBIS) to sustain and support social and emotional developmental health of students.
- School leaders provide a variety of academic intervention services in after-school and Saturday programs such as ESL language development, writing skills and arts programs.
- Social and emotional health consultants provide staff professional development to build advisory practices in order to facilitate peer mentoring programs. This program will resolve conflicts, build trust and promote positive relationships.
- School leaders and staff will plan collaboratively to develop a Crisis Intervention Plan to address students’ with academic needs.
- After-school programs will be developed to provide additional emphasis on student literacy interventions for all students to support higher outcomes on assessments.

Districtwide Needs:

- Developing comprehensive systems to address a student’s social and emotional developmental health needs.
- Providing teachers and support staff with the skills to teach social and emotional developmental health and

to improve attendance rates.

Source: District and New York State Education Department (NYSED) Integrated Intervention Team (IIT) Reviews of Priority, Focus and Local Assistance Plan Schools.

Part 1b – Priority Need(s)

Reflect on the districtwide need(s) to inform the development of a districtwide priority(s) that will address Supportive Environment.

By June 2016, District 1 will establish partnerships with organizations and schools who have successfully implemented restorative justice, social-emotional supports, and mediation to improve school culture in meeting the needs of all students.

Part 2 – Annual Goal

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

By June 2016, District 1 will share best practices around restorative justice which is a schoolwide change model for strengthening safe school environments, social-emotional supports, mediation, and partnerships that strengthen school culture in order to meet the holistic needs of all students as measured by superintendent team notes.

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the actions, strategies, and activities your district will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • 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 increase parent involvement and engagement. • Actions the district will take to address the districtwide needs resulting from the NYSED IIT DTSDE Citywide Review and district schools identified as Renewal, Priority, Focus and Local Assistance Plan (LAP) schools. • Strategies to address schools in the Affinity Groups (if applicable) • Strategies to address Transfer High Schools | <p>Target Group(s) Who will be targeted?</p> | <p>Timeline What is the start and end date?</p> | <p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p> |
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| (if applicable) | | | |
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| <p>Central Support:</p> <p>Central and BFSCs will provide supports for schools to engage in data driven decision making with data analysis tools such as Student Attendance Tracker and Online Occurrence Reporting System (OORS) Data. Schools will access a centrally hosted website populated with resources and training for schools to improve social and emotional supports and student attendance trends, such as the Pupil Personnel Team toolkit, the bimonthly, <u>Counselor Connections</u> newsletter, <u>professional development for Attendance Teachers and Guidance Counselors</u>; topics include life skills, McKinney-Vento, Dads Take Your Child to School Day, Respect for All, etc .</p> <p>District Support:</p> <p>DLT will continue to help SLT teams understand the diverse learning needs and effective strategies for working with all students.</p> | <p>Principals and Teachers</p> <p>School Leadership Teams</p> | <p>September 2015 – June 2016</p> <p>September 2015 – June 2016</p> | <p>Central and Borough Field Support Center</p> <p>District Leadership Team</p> |
| <p>DLT intends to follow up by seeking data about equitable distribution of students (SWDs, ELLs and STH) across all schools, and by supporting schools in sharing best instructional and organizational practices through DLT-sponsored trainings and information.</p> | <p>SWDs, ELLs, and STH</p> | <p>September 2015 – June 2016</p> | <p>District Leadership Team</p> |
| <p>In 2015-16, DLT will inventory current best practices in schools about respectful classrooms and restorative justice circles and plan a workshop for SLT teams about understanding the new Discipline Code and PD about restorative practices.</p> | <p>All Schools</p> | <p>September 2015 – June 2016</p> | <p>District Leadership Team</p> |
| <p>In collaboration with the Borough Field Support Center Staff the district will provide school teams training in tiered instruction and interventions for students, as required by New York State's implementation of Response to Intervention (RTI).</p> | <p>All Schools</p> | <p>September 2015 – June 2016</p> | <p>Superintendent Team</p> |
| <p>To provide parents with workshops to better inform them of what the district is doing around restorative justice and respectful classrooms.</p> | <p>Parents</p> | <p>September 2015 – June 2016</p> | <p>Family Leadership and Support Coordinators</p> |

Part 4 – Resources

Indicate resources, including NYCDOE and/or Community Partners you will leverage to achieve this annual goal and implement this action plan.

Borough Field Support Center Staff, District Schools, Community Partners

Part 5 – Progress Monitoring

Part 5a. Districts 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 district progress toward meeting the specified goal.

By February 2016, the district will host share-fairs that focus on restorative justice best practices as measured by share-fair attendance records.

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

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

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

Part 1 – Needs Assessment

- Reflect on Section 5, the comprehensive needs of your district’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 trends in student performance, teacher performance, and any other major findings and/or other relevant indicators of district performance including student groups for which the district has been identified.
- Summarize your district’s strengths and needs relative to Collaborative Teachers 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 sources.
- Summarize district trends regarding how Renewal, Focus, Priority and Local Assistance Plan Schools will address Collaborative Teachers in their School Comprehensive Educational Plans (SCEPs).
- Reflect on how the district will address the priority need(s)
- Reflect on how the district will address the findings from the New York State Education Department (NYSED) Integrated Intervention Team (IIT) DTSDE Citywide Review indicated below.

Districtwide Strengths:

- Across all District 1 schools, teachers participate on teacher teams and most schools have teacher team leaders to strengthen teacher leadership and facilitation.
- Teachers are celebrated for earning tenure (ceremony in October 2015) and encouraged to share with new, probationary teachers their approach to developing a tenure portfolio of teaching practices.
- All District 1 schools serve a continuum of student learners and, therefore, have at least one class of integrated co-teaching (ICT) as an effective approach to working with students with individualized education plans (IEPs).

Summary of Districtwide Trends:

- Teacher teams meet weekly to research and create resources to share with all teachers on differentiation options that can be used to support student learning in all aspects of the lesson such as, independent reading time and writing activities.
- Teachers participate and collaborate in weekly grade-level common planning time that focus on students’ academic and social and emotional growth.
- Teachers meet weekly to conduct Inquiry work targeting a group of students. The team collects data, searches for patterns and trends and creates new interdisciplinary skill-based strategies to improve student achievement.
- Grade-level teachers across subject areas meet weekly to create interdisciplinary tasks based on evidence which was gathered through inter-visitations best practices and strategies that were shared with staff members.
- Teachers and support staff attend professional development and training sessions that focus on writing across content areas, CCLS and Danielson Framework.

Districtwide Needs:

- Establishing and embedding professional development that is planned, delivered and monitored; and leads to sustained improvements in student achievement.
- Creating a professional development plan to support the differentiated needs of all staff members.
- Developing and implementing data systems to inform strategic decision-making.

Source: District and New York State Education Department (NYSED) Integrated Intervention Team (IIT) Reviews of Priority, Focus and Local Assistance Plan Schools

Part 1b – Priority Need(s)

Reflect on the districtwide need(s) to inform the development of a districtwide priority(s) that will address Collaborative Teachers.

Based on recent Quality Review data schools in District 1 have establish collaborative teacher teams that are functional and have best practices that need to be shared with other schools to lift the level of collaboration in all schools within District 1.

Part 2 – Annual Goal

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

By June 2016, District 1 will highlight effective collaboration among teacher teams and professional learning across schools as measured by tracking of inter-visitations and professional learning opportunities.

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the actions, strategies, and activities your district will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • 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 increase parent involvement and engagement. • Actions the district will take to address the districtwide needs resulting from the NYSED IIT DTSDE Citywide Review and district schools identified as Renewal, Priority, Focus and Local Assistance Plan (LAP) schools. • Strategies to address schools in the Affinity Groups (if applicable) • Strategies to address Transfer High Schools (if applicable) | <p>Target Group(s) Who will be targeted?</p> | <p>Timeline What is the start and end date?</p> | <p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p> |
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| <p>Central Support: The Superintendent’s team, including the Principal</p> | <p>Principals and Teachers</p> | <p>September 2015 – June 2016</p> | <p>Superintendent Team</p> |

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| <p>Leadership Facilitator (PLF) and Teacher Development and Evaluation Coach (TDEC), will monitor the Advance system and review component ratings to evaluate the impact of professional development on teaching practice. The Superintendent and Field Support Liaison (FSL) will collaborate with the BFSC to plan professional development opportunities with targeted interventions to improve the teaching practices in support of Priority, Focus and Local Assistance Plan (LAP) schools.</p> <p>District Support:</p> <p>Implement and promote joint instructional walk-throughs, inter-visitations, and sharing of PD opportunities across schools so that teachers develop networks of colleagues within and across schools.</p> | All Schools | September 2015 – June 2016 | Superintendent Team |
| Highlight examples in schools of teacher leadership as part of Instructional councils/cabinets. | Instructional Councils/ Cabinets | September 2015-June 2016 | Superintendent Team |
| Promote interest and pursuit of national teacher certification through collaboration with UFT Teacher Center. | Highly Effective and Effective Teachers | September 2015 – June 2016 | Superintendent Team |
| Share learning and experiences of teacher collaboration at PROSE schools (Earth School, Neighborhood School, East Side Community HS). | Prose Schools | September 2015 – June 2016 | Superintendent Team |

Part 4 – Resources

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| Indicate resources, including NYCDOE and/or Community Partners you will leverage to achieve this annual goal and implement this action plan. |
| Borough Field Support Center Staff, Office of Teaching and Learning, UFT Teacher Center, School Councils/Cabinets. |

Part 5 – Progress Monitoring

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| <p>Part 5a. Districts 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 district progress toward meeting the specified goal.</p> |
| <p>By February 2016, the district will host at least one share-fair that focuses on teaching and learning best practices as measured by share-fair attendance records.</p> |
| <p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p> |

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

Section 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

- Reflect on Section 5, the comprehensive needs of your district'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 trends for academic performance trends, teacher performance, school survey results, and any other major findings and/or other relevant indicators of district performance including student groups for which the district has been identified.
- Summarize your district's strengths and needs relative to Effective School Leadership 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 sources.
- Summarize district trends regarding how Renewal, Focus, Priority and Local Assistance Plan Schools will address Effective School Leadership in their School Comprehensive Educational Plans (SCEPs).
- Reflect on how the district will address the priority need(s)
- Reflect on how the district will address the findings from the New York State Education Department (NYSED) Integrated Intervention Team (IIT) DTSDE Citywide Review indicated below.

Districtwide Strengths:

- Three District 1 principals (out of a total cohort of 25) were selected for the Cahn Fellows for Distinguished Principals program at Columbia University's Teachers College.
- District 1 school leaders have been identified for participation in Learning Partners Plus program, Showcase program, PROSE program and as LEAP mentors, all of which highlight the strong leadership capacity and pipeline in the district. Additionally, District 1 school leaders have been approved by the Chancellor to guide the complex work of consolidating co-located schools.

Summary of Districtwide Trends:

- School leadership in collaboration with teachers engage in regular analysis of student work projects using a rubric to track student growth and make refinements to instruction as needed.
- School leaders meet with teachers to review school data to effectively determine groupings, effective practices, and provide feedback on how teachers can further meet the needs of all students.
- Teacher leaders and coaches will work closely with administrators, network staff and consultants to ensure

effective and consistent implementation of curricula across all content areas.

- Teachers will plan and implement standards-based lessons that focus on developing deep content knowledge, reasoning, and student discourse in the academic area including ELLs and Students with Disabilities.
- School leaders and teachers engage in triennial data discussions using data binders that demonstrate impact on students learning and make adjustments to instruction as needed.

Districtwide Needs:

- Ensuring hiring and recruiting processes are addressing the needs of the school community.
- Developing and implementing targeted professional development to support the implementation of the district’s theory of action, the Framework for Great Schools and its supporting vision, A Vision for School Improvement: Applying the Framework for Great Schools.
- Conducting a comprehensive needs assessment in order to identify appropriate levels of school community support.
- Collaborating with the district to set clear improvement goals and priorities that lead to academic excellence for all students.

Source: District and New York State Education Department (NYSED) Integrated Intervention Team (IIT) Reviews of Priority, Focus and Local Assistance Plan Schools

Part 1b – Priority Need(s)

Reflect on the districtwide need(s) to inform the development of a districtwide priority(s) that will address Effective School Leadership.

Advance data reflects the need to provide principals and assistant principals with support around teacher development and collaboration.

Part 2 – Annual Goal

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

By June 2016, District 1 will provide tiered support to principals and assistant principals in order to foster collaboration and innovation among all D1 school leaders.

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the actions, strategies, and activities your district will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> ● Professional development, and/or systems and structures needed to impact change. | <p>Target Group(s) Who will be targeted?</p> | <p>Timeline What is the start and end date?</p> | <p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p> |
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| <ul style="list-style-type: none"> • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement. • Actions the district will take to address the districtwide needs resulting from the NYSED IIT DTSDE Citywide Review and district schools identified as Renewal, Priority, Focus and Local Assistance Plan (LAP) schools. • Strategies to address schools in the Affinity Groups (if applicable) • Strategies to address Transfer High Schools (if applicable) | | | |
| <p>Central Support:</p> <p>Central offices and Superintendents will recognize school leaders who have demonstrated sustained success in driving student achievement growth:</p> <ul style="list-style-type: none"> • Model Principals are available to other Principals to share exemplary leadership practices. • Assistant Principal Ambassadors in Renewal Schools promote dissemination of exemplary instructional practices for school staff, student activities, and programs to increase family engagement. <p>All Renewal Schools implement teacher inter-visitations via the Model Teacher laboratory classroom.</p> <p>With support from Central offices, each Community and High School superintendent establishes a team to support districtwide improvement efforts:</p> <ul style="list-style-type: none"> • Principal Leadership Facilitators (PLFs): Superintendent’s designee to assist in monitoring and evaluating district performance, leadership and instruction. • Field Support Liaison: Liaises with the BFSC to ensure comprehensive support to schools. | <p>Principals, APs</p> <p>Principals, APs</p> <p>Co-located Elementary Schools</p> | <p>September 2015 – June 2016</p> <p>September 2015 – June 2016</p> <p>September 2015 – June 2016</p> | <p>Central Offices, Superintendent</p> <p>Central Offices, Superintendent</p> <p>Superintendent Team</p> |

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| <p>Teacher Development and Evaluation Coach (TDEC): Support school leaders' implementation of Advance to evaluate teacher practice, utilize measures of student learning to assess teacher effectiveness, and deliver high-quality actionable feedback to improve teaching practices.</p> <p>District Support:</p> <p>Pilot consolidation proposal of co-located elementary schools (and then co-location of under-enrolled D1 middle school) in order to strengthen instructional focus of proposed merged school and to increase articulation to middle school.</p> | | | |
| <p>Hold principal meetings at local CBOs (e.g., Lower Eastside Girls Club, Bio Bus, Go Project, and NYC Center for Space Science Education) to strengthen curricular connections and resources of CBO partnerships.</p> | Principals | September 2015 – June 2016 | Superintendent Team |
| <p>Promote inter-visitations and PD across D1 schools as Showcase School (PS 188), PROSE schools (PS 363, PS 364, MS/HS 450) and Learning Partner School (MS 378) provide PD opportunities.</p> | All Schools | September 2015 – June 2016 | Superintendent Team |
| <p>Regular meetings with newer principals (years 1-4), APs, and all principals to calibrate class observations (feedback and ratings), review principal scenarios, and develop Critical Friends Group cohort with support from New Principal Coach and Talent Coach.</p> | School Administrators | September 2015 – June 2016 | Superintendent Team |
| <p>Inventory and share innovations of physical space with all SLTs (e.g., Trust for Public Land's plan for new playground at PS 15, elasti-wood flooring at PS 110, new auditorium at CWS/EVCS, roof top garden at M64 building) in order to generate further improvements to school buildings and curricular opportunities.</p> | School Leadership Teams | September 2015 – June 2016 | Superintendent Team |

Part 4 – Resources

Indicate resources, including NYCDOE and/or Community Partners you will leverage to achieve this annual goal and implement this action plan.

Trust for Public Land, Office of Teaching and Learning, Community Based Organizations (e.g., Lower East side Girls Club, Bio Bus, Go Project, and NYC Center for Space Science Education)

Part 5 – Progress Monitoring

Part 5a. Districts 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 district progress toward meeting the specified goal.

By February 2016, at least one instructional round and/or learning walk to provide schools with feedback on effective leadership practices and teacher pedagogy as measured by participant notes and principal written feedback.

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

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

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

Part 1 – Needs Assessment

- Reflect on Section 5, the comprehensive needs of your district'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 student trends for academic performance, student attendance, suspension, school survey results, parent attendance and any other major findings and/or other relevant indicators of district performance including student groups for which the district has been identified.
- Summarize your district's strengths and needs relative to Strong Family and Community Ties 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 sources.
- Summarize district trends regarding how Renewal, Focus, Priority and Local Assistance Plan Schools will address Strong Family and Community Ties in their School Comprehensive Educational Plans (SCEPs).
- Reflect on how the district will address the priority need(s)
- Reflect on how the district will address the findings from the New York State Education Department (NYSED) Integrated Intervention Team (IIT) DTSDE Citywide Review indicated below.

Districtwide Strengths:

- All District 1 schools offer curriculum night for parents at the start of the school year, followed by at least two cycles of parent-teacher conferences. Additionally, most schools invite families in on a regular basis for Family First Fridays, Town Halls, Sing gatherings, publishing parties, school performances, volunteering opportunities, and other events.
- Parent coordinators support family engagement in every District 1 school and the parent coordinators are organized into cohorts, so that they plan together and share best practices.

Summary of Districtwide Trends:

- Open communication is provided to parents through monthly newsletters, folder notes, progress reports, skill cards and information on how parents can support their child’s learning at home.
- The school will facilitate workshops for parents of English Language Learners in both Chinese and Spanish on the following topics: Understanding CCLS units and NYS assessments in ELA and Mathematics.
- Schools work in conjunction with Parent Association leaders, to set up Parent Support Centers that offer space for parents to meet outside of regular Parent Association meetings that are equipped with information to support how parents can bridge the home-school gap which may result in an increase in parent involvement.
- Parent Coordinator and Parent Teacher Association offer monthly parent workshops on topics such as Preparing for State Assessments, How to help your child succeed in middle school, Common Core and Planning for high school.

Districtwide Needs:

- Increasing support and resources for parents that will help them understand what is happening in their children’s school; as well as, how they can support their children’s achievement and advocate for services.

Source: District and New York State Education Department (NYSED) Integrated Intervention Team (IIT) Reviews of Priority, Focus and Local Assistance Plan Schools.

Part 1b – Priority Need(s)

Reflect on the districtwide needs to inform the development of a districtwide priority(s) that will address Strong Family and Community Ties.

Across schools the School Surveys indicated that parents and families want to be part of school decision making in order to share responsibility for their child’s learning.

Part 2 – Annual Goal

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

By June 2016, District 1 will engage all parents and families as effective supports for their child’s education and knowledgeable partners in school decision making, so that all children benefit from home-school connections and school communities assert shared responsibility for successful learning.

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the actions, strategies, and activities your district will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • 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 increase parent involvement and engagement. • Actions the district will take to address the districtwide needs resulting from the NYSED IIT DTSDE Citywide Review and district schools identified as Renewal, Priority, Focus and Local Assistance Plan (LAP) schools. • Strategies to address schools in the Affinity Groups (if applicable) • Strategies to address Transfer High Schools (if applicable) | <p>Target Group(s) Who will be targeted?</p> | <p>Timeline What is the start and end date?</p> | <p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p> |
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| <p>Central Support:</p> <p>The District and schools will implement Central DOE's, A Vision for School Improvement: Applying the Framework for Great Schools as indicated below:</p> <ul style="list-style-type: none"> • The Superintendent will meet regularly with the DLT to develop their District Comprehensive Educational Plan (DCEP) and implement Central's Theory of Action. • The SDIL will support the DLT in the development of the DCEP that includes conducting a needs assessment, identifying district priority needs, setting annual goals and developing action plans with professional development informed by the elements of the Framework for Great Schools . • The DLT will support the School Leadership Teams (SLTs) who develop S/CEPs aligned with the DCEP goals and the Central's Theory of Action. | <p>District Leadership Teams</p> <p>Parents, Parent Coordinators</p> <p>Parents</p> | <p>September 2015 – June 2016</p> <p>September 2015 – June 2016</p> <p>September 2015 – June 2016</p> | <p>Superintendent Team</p> <p>District Family Leadership and Support Coordinators</p> <p>District Family Leadership and Support Coordinators</p> |

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| <p>The BFSC teams in collaboration with the Superintendent will provide differentiated professional development opportunities for teachers of ELLs and SWDs and resources to strengthen school practices aligned to the Theory of Action.</p> <p>The superintendent, Family Leadership and Support Coordinators will hold monthly meetings with parent coordinators. Parent coordinators will share and turn-key information with the school and families.</p> <p>District Support:</p> <p>Coordinate with the BFSC and/or DOE offices in identifying and sharing information that advises parents of the available student interventions schools may have to support student progress across subjects.</p> | | | |
| DLT visits and check-ins with all D1 schools to see the “40 minute Tuesdays” in practice and then “share fair” with SLTs around best practices. | D1 Schools | September 2015 – September 2016 | District Leadership Team |
| Assessing and providing guidance in developing and implementing a school’s parent involvement/engagement policy. | D1 Schools | September 2015 – June 2016 | Superintendent Team |
| Support for CEC 1’s five Diversity workshops as a way of considering impact and implications of D1’s “open choice” enrollment policy, as well as long-standing community values around diversity and equity. | Parents | September 2015 – June 2016 | District Leadership Team |

Part 4 – Resources

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| Indicate resources, including NYCDOE and/or Community Partners you will leverage to achieve this annual goal and implement this action plan. |
| Office of Family and Community Engagement, Borough Field Support Center Staff |

Part 5 – Progress Monitoring

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| Part 5a. Districts 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 district progress toward meeting the specified goal. |
| By February 2016, the district will hold at least two districtwide parent workshops as measured by sign-in sheets. (i.e., Parent involvement, Title I, Title III, ESL, understanding student data sources, college and career readiness, etc.) |

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

Section 6: District Parent Involvement Policy (DPIP)

(Required for All Title I Districts)

Directions: All Title I districts are required to develop a **District Parent Involvement Policy (DPIP)** that meets the parental involvement requirements of Title I. The DPIP should describe how your district will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and the performance of schools in the district.

Note:

- Any activities/strategies involving parents described in the action plans should also be included in the District Parent Involvement Policy.
- The District Parent Involvement Policy is in effect for a period of two years.

Community School District 1

2015-2017 District 1 Family Involvement Policy (DFIP)

Part I: GENERAL EXPECTATIONS

Community School District 1 agrees to implement the following statutory requirements:

- The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1118, the school district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school district will incorporate this district wide parental involvement policy into its LEA plan developed under section 1112 of the ESEA.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district and its school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.
- The school district will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
- The school district will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication

involving student academic learning and other school activities, including ensuring-

(A)that parents play an integral role in assisting their child's learning;

(B)that parents are encouraged to be actively involved in their child's education at school;

(C)that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;

(D)the carrying out of other activities, such as those described in section 1118 of the ESEA.

Part II. Description of how District 1 will implement required District-Wide Parental Family Involvement Policy Components:

Community School District 1 will take the following actions to involve parents in the joint development of its district wide parental involvement plan under section 1112 of the ESEA:

- Fully support the Community Education Council (CEC) of District 1 so the CEC can provide input on educational policy and capital planning, changes in school utilization and school sitings, as well as feedback on the performance of the Community Superintendent. Parents in all schools, including Title I schools must have the opportunity to voice their opinions and concerns about their school and district issues.
- Fully support the District 1 Presidents' Council with information, space, speakers and more so that each school's representative can carry back information to all parents in the school. (*Chancellor's Regulation A-660*)
- Will promote awareness of and seek input for the District 1 Family Involvement Policy through distribution of the Policy to all schools, translation of the Policy in dominant languages, and annual workshops and/or meetings to review and revise the Policy.
- Ensure that there is an effective District Leadership Team (DLT) which holds regular meetings in order to support the District Comprehensive Education Plan (DCEP) and District 1 School Leadership Teams (SLT). (*Chancellor's Regulation A-655*)
- Will provide opportunities for Parents to provide input on planning meetings.

Community School District 1 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

- Communicate through the Community Education Councils, District Leadership Teams, planning meetings, public meetings, information regarding adequate yearly progress, low performing schools and teacher qualifications.
- Inform parents of the process by which schools are identified for improvement.

- Inform parents of student school transfer options.

Community School District 1 will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

- Schools and District Support Staff will provide professional development training to teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.
- The FLC with support from the CEC and Presidents' Council will jointly collect school and district event schedules, such as PA/PTA meetings, SLT meetings, special events, to store electronically in the District 1 office and to compile as part of a district-wide calendar of school events.
- FACE, in cooperation with the Presidents' Council and the FLC, will ensure that there is a well-functioning Parents' Association/Parent Teacher Association (PA/PTA) with elected leadership in each school.
- The FSC will respond promptly and productively to family complaints or issues raised through P311 calls or visits to the District 1 office. Furthermore, the FSC will use the examples of these service calls to inform future trainings, workshop and events for parents and district groups.
- The DLT will review DCEP and CEP/SCEP goals/priorities and status of Presidents' Council and Title I DPAC or alternative Title I body at the mid-year to better address issues that arise.
- The DLT will assist School Leadership Teams in reaching consensus agreement on the CEP/SCEP.

Community School District 1 will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following programs:

- Workshops with Community Based Organizations offering Pre-k to District 1 families such as Henry Street Settlement and Grand Street Settlement, District 1 website, calendar of events and links to District and schools distribution lists.
- Since District 1 is unique in New York City as a district without school enrollment zones in grades pre-K-8, we will continue to highlight our choice process for all families through parent workshops, flyers, and other materials.

Community School District 1 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disable, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation through surveys and parents feedback, through the District 1 team and DLT members, about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- The school district will use the results of the survey's findings to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. The survey will be conducted through an eSurvey.

Community School District 1 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

A. The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:

- the State's academic content standards,
- the State's student academic achievement standards,
- the State and local academic assessments including alternate assessments,
- the requirements of Title I, Part A,
- how to monitor their child's progress and how to work with educators

All Title 1 funds are directly distributed to each school. The Office of School Improvement and FACE will collaborate to facilitate the establishment of a District Title I Parent Advisory Council (DPAC) or Title 1 Parent Committee within the Presidents' Council to ensure Title 1 parent representation, active participation in school and district issues, and appropriate uses of Title 1 funding allocations. In addition, they will provide training and monitoring compliance of appropriate Title 1 activities and planning in schools. Examples of programs that will be made available through this and other funding include:

- Parent workshops on core curriculum, Common Core Learning Standards, and State/City accountability.
- Parent workshops on needs and strategies for different learners, including students with Individualized Education Plans (IEPs), English language learners (ELLs), and students in temporary housing (STH).
- Parent workshops on using technology to better inform parents of students' learning, such as the NYC Schools Account parent tool and on-line grading systems.
- The DLT will provide professional development workshops to SLT members and parent leaders in order to inform them of local and city-wide educational issues, Department of Education policies and Chancellor's Regulations, student achievement data, and best practices for home/school connections.

B. The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:

- The FLC will train Parent Coordinators and parent leaders in strategies and resources to provide assistance to parents in order to support academic and non-academic growth.

C. The school district will, with the assistance of its schools and parents, support its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- The District with assistance of FACE will train Parent Coordinators to collaborate with various personnel in their schools.
- By supporting and reporting on monthly meetings with Parent Coordinators/parent leaders to review ideas and share best practices on how to effectively work with parents.

D. The school district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource center, that encourage and support parents in more fully participating in the education of their children, by:

- Outreach for and organization of pre-k/k choice fair.

E. The school district will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- Provide sufficient notice of district schedules for parent-teacher conferences and workshops, school and district reports, and citywide initiatives in a language that parents can understand.
- In addition, parents are encouraged to join a DLT subcommittee, the District Planning Team, of the Socioeconomic Integration Pilot Program. The District Planning Team will be made up of four planning groups, one of which will develop a Family Resource Center (FRC).
- During the planning process, the Family Resource Center work group will conduct focus groups and surveys that elicit community input on how the CSD 1 FRC can best meet the needs of the District's diverse families in all schools including Title I schools, and define the mission and purpose of the FRC, its location, staffing and services.
- Conduct an annual evaluation of the District's involvement policy and where appropriate, a review of instructional programs.

Part III: DISCRETIONARY DISTRICT WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS:

NOTE: The district-wide parental involvement policy may include additional paragraphs listing and

describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their child's academic achievement, such as the following discretionary activities listed under Section 1118(e) of the ESEA:

District 1 is committed to meaningful parent involvement and will put in to operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA).

In doing so, the District will:

- Disseminate through planning meetings, public meetings, information regarding adequate yearly progress, low performing schools, school choice, teacher and paraprofessional qualifications
- Actively involve parents in planning, reviewing and improving the District's Title I and parent involvement programs
- Provide for effective parent-school communications by giving sufficient notice of district schedules for parent-teacher conferences, frequent reports to parents, and citywide initiatives
- Involve parents as members of the District Leadership Team
- Utilize native language when providing training, sending reports and information and communicating with non-English speaking parents.
- Support all aspects of parent involvement through Parent Coordinators, parent leaders and instructional staff days through parent engagement.

Adoption: The District Parent Involvement Policy for Community School District 1 has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs and the District Leadership Team, as evidenced by district-level meeting notices, attendance sheets, minutes, feedback forms and/or surveys from meetings where the District Parental Involvement Policy was shared and discussed. This evidence will remain on file in the district office and be subject to review and/or audit by city, State or federal officials or their representatives. This policy was adopted by the District Leadership Team for Community School District 1 on October 15, 2015 and will be in effect for the period of two years 2015 to 2017. The school district will distribute this policy to all parents of participating Title I, Part A children in the dominant languages spoken by parents in the District 1 schools receiving funds under Title I, Part A on or before June 30, 2016. The final version of this policy will also be included as an attachment to the DCEP and NCLB Addendum and be translated in the dominant languages spoken by parents in District 1.

Section 7: District 100.11 Plan and Biennial Evaluation

Part A: District 100.11 Plan for the Participation by Teachers and Parents in School-based Planning and Shared Decision Making

Directions: Commissioner's Regulations 100.11 requires that each district shall develop and adopt a district plan for the participation by teachers and parents with administrators and school board members in school-based planning and shared decision making. Such a district plan shall be developed in collaboration with the District Leadership Team (refer to Chancellor's Regulations A-655). The plan for participation in school-based planning and shared decision making shall specify:

1. the educational issues which will be subject to cooperative planning and shared decision making at the building level by teachers, parents, administrators, and at the discretion of the board of education or BOCES, other parties such as students, school district support staff, and community members;
2. the manner and extent of the expected involvement of all parties;
3. the means and standards by which all parties shall evaluate improvement in student achievement;
4. the means by which all parties will be held accountable for the decisions which they share in making;
5. the process whereby disputes presented by the participating parties about the educational issues being decided upon will be resolved at the local level; and
6. the manner in which all State and Federal requirements for the involvement of parents in planning and decision making will be coordinated with and met by the overall plan.

District Leadership Teams are encouraged to review their current District 100.11 Plans as part of their annual review of the District Comprehensive Educational Plan to determine if any changes are needed. District 100.11 Plans will be posted online to provide access to School Leadership Teams (SLTs) within the respective districts. SLTs will be encouraged to utilize the District 100.11 Plan to help guide the work of the team and reinforce their understanding of the requirements under Commissioner's Regulation, Section 100.11. Therefore DLTs should consider this as they update their plans this year.

Note: The results of the District's Biennial Review of the District 100.11 Plan should be used to inform any revisions to the 100.11 plan. In addition to the results from the district surveys, District Leadership Teams are encouraged to use a variety of information (e.g., regular attendance by DLT members during SLT meetings, DLT member observation updates during DLT meetings, SLT data collection, and SLT training evaluation feedback) to inform the biennial review process and their successful implementation of the District 100.11 Plan.

District 100.11 Plan – 2015-2017

District: 1

Community School District Superintendent: Daniella Phillips

1. Indicate the educational issues which will be subject to cooperative planning and shared decision making at the building level by teachers, parents, administrators, and at the discretion of the district parties such as students, school district support staff, and community members.

The educational issues which will be subject to cooperative planning and shared decision making by the SLT working collaboratively with all constituency groups, at the building level, will focus on improved student achievement for all students, including Students With Disabilities, English Language Learners and targeted subgroups. The Comprehensive Educational Plan will serve as the recording document whereby educational

issues are articulated and will include but not be limited to the following:

- Identify a school mission.
 - Utilize all available accountability tools and data in order to conduct a comprehensive needs assessment of curriculum and instructional programs.
 - Establish school wide priorities.
 - Address other school related concerns, such as health and safety, nutrition, extra-curricular activities, enrichment, attendance and Community Based Organizations (CBO).
 - Develop an action plan for implementation that includes:
 - Annual SMART goals aligned to the Framework for Great Schools.
 - Targeted populations to be served.
 - Data-driven strategies and activities that align with the comprehensive needs assessment.
 - Timelines for each goal and key personnel responsible for implementing and overseeing each action plan.
 - Resources (personnel and fiscal) that will be used to implement actions and assess the success of the programs being implemented.
 - Mid-point benchmark(s) that will indicate school progress toward meeting each specified goal.
 - Provide budgetary information that supports the action plan.
 - Utilize the release of new qualitative and quantitative data in order to establish specific intervals for the evaluation of programs outlined in the CEP.
1. Describe the manner and extent of the expected involvement of all parties (teachers, parents, administrators) in cooperative planning and shared decision making at the school building level.

The manner and extent of the expected involvement of all parties (teachers, parents, administrators) in cooperative planning and shared decision making at the school building level include the following:

- Attend all team meetings including professional development opportunities when available.
 - Communicate effectively with their constituent groups in order to ensure that issues pending before the SLT are shared prior to the SLT making a final decision.
 - Share ideas and concerns collaboratively by listening to the ideas and concerns of others.
 - Participate in the development and review of the Comprehensive Educational Plan (CEP).
 - Check for alignment between the budget and the CEP.
 - Engage in collaborative problem-solving and solution-seeking that will lead to consensus-based decisions to address the needs of all students.
 - Review minutes and give feedback.
 - Chair and/or serve on team sub-committees.
 - Provide open access to the school community for all SLT meetings including sub-committee meetings.
 - Share information in languages other than English spoken by the parents in the school.
1. Indicate the means and standards by which all parties shall evaluate improvement in student achievement.

Assessing the effectiveness of the CEP and its impact on improving student achievement is critical to continuous improvement planning. SLTs, functioning in a collaborative manner, engage all parties (teachers, parents, administrators) in this process to ensure alignment of the plan to the *Framework for Great Schools* and to determine the effectiveness of each action plan towards meeting the annual goals and improving student achievement. Establishing time intervals for monitoring progress throughout the year and continuous assessment of the plan will result in improvement of student outcomes, school performance and in achieving the academic goals set by the school. Throughout this process, changes to the plan may be necessary and the plan may be modified.

The analysis of relevant data sources that will inform decision making, monitor progress, and indicate the means by which all parties shall evaluate improvement achievement will include but will not be limited to the following:

- NYS District Report Card
- NYS School Report Card
- Formative and summative assessment data (Grades K-12)
- NYC School Quality Review (findings and recommendations)
- NYSED Integrated Intervention Team Review (findings and recommendations)
- NYC School Survey
- Building/School Facilities Report
- Results from formal and informal assessments
- Inquiry Team Reports
- School-designed assessments
- Portfolio review
- Performance assessment
- MOSLs
- Visits from service providers
- Site visits to other schools Instructional rounds
- Parent Teacher Conferences
- Parent/Family meetings
- Parent/Family workshops
- School website
- Letters home Newsletters
- School list serv
- Word of mouth
- Curriculum night
- Open school week
- Publishing parties
- Writing celebrations
- Family math nights
- Family science night
- Attendance data Enrollment data
- NYS Test data
- NYC DoE School Quality Snapshot Guide
- Review current CEP
- Narrative reports
- Teacher-created assessments
- Review of CCLS curriculum
- Review current DCEP/Galaxy allocation budget/Parent Involvement Policy

4. Indicate the means by which all parties will be held accountable for the decisions which they share in making.

The means by which all parties will be held accountable for the decisions which they share in making is through the School Leadership Team. The SLT plays a crucial role in school-decision making and shapes the path to a collaborative school culture. The primary responsibility of the school leadership team is to develop and review the Comprehensive Educational Plan (CEP) which is a tool for continuous improvement planning.

New York State Education Law requires the Chancellor to take steps to ensure that SLTs are in place in every New York City School and each school must produce a CEP document in collaboration with members of the SLT that includes action plans for each *Framework for Great Schools* element as well as to consult with the principal in developing a school-based and staffing plan aligned with the school-based budget. Chancellor's Regulation A-655 ensures the formation of the SLT in every school and sets forth guidelines with regards to team composition, the development of bylaws, and the roles and responsibilities in school-based planning and shared decision making. Ongoing training and professional development opportunities for SLTs will provide clarity and context around the team's role in creating a structure for school-based decision making and shaping the path to a collaborative school culture.

To facilitate an accountable decision making process, the following procedures have been established:

- All SLTs should have a minimum of ten and a maximum of 17 members and include an equal number of parents and staff. The only three mandatory members of the SLT are the school's principal, the Parent Association/Parent-Teacher Association President and the United Federation of Teachers Chapter Leader, or their designees.
- All members of the school community have the opportunity to be included and to encourage broad participation on the SLT, parents and staff must be elected by their own constituent groups in fair and unbiased manner determined by each constituent group, and all elections must be held in accordance with guidelines the term limits set forth in the team's bylaws. When a vacancy arises, the position must be filled in a prompt and timely manner by the appropriate constituent group.
- The SLT will select a member of the SLT to serve as the chairperson. The chairperson is responsible for scheduling meetings, ensuring that team members have the information necessary to guide their planning and focusing the team on educational issues of importance to the school. The chairperson ensures that voices of all team members are heard.
- The SLT will select a member of the SLT to serve as the secretary who will be responsible for sending SLT meeting notices and for keeping minutes of SLT meetings. Such minutes shall be maintained at the school, with a copy provided by the PA/PTA. (Note: The school principal may designate an office staff member to assist the SLT secretary.)
- All information should be shared with each constituency group as needed.

5. Describe the process whereby disputes presented by the participating parties about the educational issues being decided upon will be resolved at the local level.

School Leadership Teams must use a consensus-based decision-making process as the primary means of making decisions. Teams must develop methods for engaging in collaborative problem solving and solution seeking that will lead to consensus-based decisions and, when necessary, effective conflict resolution strategies.

When a team has made every effort to resolve an issue and members cannot reach agreement the team should seek assistance from the DLT and if that is not successful, then it shall seek the assistance from the community or high school superintendent. The community or high school superintendent shall try to facilitate consensus among the SLT. If, after seeking and receiving these forms of assistance from the DLT and the superintendent, the SLT is still not able to reach consensus on the CEP, then the superintendent makes the final determination on developing a CEP. However, the superintendent makes the final determination on the CEP only as a last resort, if, all aforementioned methods of facilitating consensus

among the members of the SLT have failed. When team members have difficulty obtaining information or wish to obtain assistance in resolving issues relating to consultation with the school principal, they may seek the assistance from the DLT or superintendent or designated staff member.

1. Describe the manner in which all State and Federal requirements for the involvement of parents in planning and decision making will be coordinated with and met by the overall plan.

School Leadership Teams will serve as the vehicle for consultation with parent representatives regarding state and federal mandates for parental involvement and reimbursable funding. The creation of SLTs in every school will meet the federal and state requirements under the No Child Left Behind Act (NCLB) and the related titles (e.g., Title I and Title III) as well as State Education Law 2590, Federal Law Section 1118 and Chancellor's Regulations A-655 and A-660. To ensure the involvement of parents in planning and decision making the following activities will be conducted:

- Ongoing Professional Development regarding state and federal mandates for all SLT members and their constituencies will be provided
- SLTs will maintain documentation on file to verify that the required consultation with parents has taken place.
- PROMOTE THE DoE E-SURVEY ON SLTs by using the DOE website and social media (Twitter, Facebook) as well as the dissemination of newsletters and mailings.

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Part B: Biennial Evaluation of District 100.11 Plan

Directions: Commissioner's Regulations (CR) 100.11 requires the district's "Plan for the Participation by Teachers and Parents in School-based Planning and Shared Decision Making" to be reviewed biennially by the District Leadership Team. In evaluating the district's plan for implementing school-based planning and decision making through submission of a Biennial Review, districts are asked for their opinions and ratings as to whether or not the School Leadership Teams (SLT)'s in the district are operating effectively and successfully under the current Chancellor's Regulations and Commissioner's Regulations. Shown below are the Component Areas (six required components of Commissioner's Regulations 100.11) that appear on the (required) New York State Biennial Review Form. Questions for Consideration are offered that may help a district to complete the Review collaboratively and forthrightly. The template for reporting is available on the NYSED website.

For 2015-2016 consider the following when determining needs and setting school priorities:

- *What are the implications of the Biennial Evaluation the DLT conducted in _____ and how do implications influence the assessment of district needs and the work the DLT engages in to support SLTs?*

| Component Areas | Questions for Consideration |
|--|--|
| Educational Issues Subject to Shared Decision Making | Is the SLT the main vehicle through which a school's Comprehensive Educational Plan (CEP) is prepared and approved? Are educational issues (and budgetary concerns) that relate to the school's overall planning and implementation of programs and activities discussed and decided upon using the shared decision-making process? To what extent? (Remember that educational issues can include such concerns as health and safety, nutrition, extra-curricular activities, enrichment, attendance, etc., as well as a focus on improving student achievement, especially for |

| Component Areas | Questions For Consideration |
|---|--|
| | students performing at lowest levels). |
| Involvement of All Parties | Are all constituencies (teachers, administrators, parents, students) involved in the decisions that are made? To what extent? |
| Means and Standards Used to Evaluate Improvement of Student Achievement | How does the SLT evaluate the effectiveness of the programs and activities that are in place at the school as it relates to the improvement of student achievement? (What data and information does the SLT use to evaluate improvement? Test scores? Interim Assessments? Surveys? Meeting notes? Report Cards?) To what extent is improvement of student achievement evaluated? |
| Accountability for Decisions | How the SLT is held accountable for decisions made by the team? To what extent is the SLT held accountable? |
| Dispute Resolution Process | What process is in place for resolution of disputes within the SLT? (Consensus? Majority Vote? Ballot? Other?) Is this process outlined in the SLT bylaws? Is the process successful? To what extent? |
| Coordination of State and Federal Requirements for Parental Involvement | Is the SLT aware of State and Federal requirements with regard to parental involvement and consultation? Have all Title I schools formed a Title I Parent Committee that provides adequate representation of the Title I parent community? In a Title I school, how does the SLT obtain feedback from the Title I parent committee regarding the joint planning, review and improvement of the school-wide program plan or comprehensive educational plan, including the joint development of the parent involvement and school-parent compact? Do all schools have a Parent Association or Parent-Teacher Association in place in accordance with State Education Law and Chancellor's Regulation A-660? Have all SLTs in the district achieved the required balanced participation of staff and parents? |

