



**Department of  
Education**

Chancellor Richard A. Carranza

# **2018-19 DISTRICT COMPREHENSIVE EDUCATIONAL PLAN (DCEP-F)**

**District Agency BEDS Code:** 331500010000

**Community School District:** 15

**Community School District  
Superintendent:** Anita Skop

**High School Superintendent:** Janice Ross

## District Comprehensive Educational Plan (DCEP) Outline

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**Section 1: District Information Page**

**Community School District Information**

District: 15  
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Community School Superintendent: Anita Skop  
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Superintendent's Office Address: 131 Livingston Street Room 301A Brooklyn, NY 11201  
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Phone Number: (718) 935-4263 Fax: 718-935-4356  
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Superintendent's Email Address: askop@schools.nyc.gov  
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**District High School Information**

High School Superintendent: Janice Ross  
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1396 Broadway, Room 110  
\_\_\_\_\_  
Superintendent's Office Address: Brooklyn, NY 11221  
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Superintendent's Email Address: jross11@schools.nyc.gov  
\_\_\_\_\_  
Phone Number: 718-455-4635 Fax: 718-455-4684  
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**Field Support Center (FSC)**

FSC: Brooklyn North Executive Director: Bernadette Fitzgerald  
\_\_\_\_\_  
Office Address: 131 Livingston Street Brooklyn, NY 11201  
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Email Address: BFitzge2@schools.nyc.gov  
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Phone Number: 718-935-3107 Fax: TBD  
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ELL Program Contact Name: Anthony Pizzillo ELL Program Contact Title: Director  
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apizzil@schools.nyc.gov  
\_\_\_\_\_  
Email Address: \_\_\_\_\_

Phone Number: 718-935-4840 Fax: n/a

**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 and Family Engagement 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 for view 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. Add other members as needed.
4. DLT 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<br>(Blue Ink) |
|-------------------|--|----------------------------------|
| Anita Skop        | Superintendent   |                                  |
|                   | CSA Representative   |                                  |
| Janice Ross       | High School Superintendent (or designee)   |                                  |
| Patricia Atia     | UFT Representative   |                                  |
| Cynthia Perkins   | DC 37 Representative   |                                  |
|                   | President of the District's Presidents' Council (or designee)  |                                  |
| Celia Green       | President of the Borough High School Presidents' Council (or designee)                               |                                  |
| Camille Casaretti | President of the District Community Education Council (CEC) or designee                              |                                  |
|                   | Title I District Parent Advisory Council (DPAC) Representative (or designee/ Title I Representative) |                                  |
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### Section 3: Directions and Guidance for Developing the District Comprehensive Educational Plan

The District Comprehensive Educational Plan (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 New York City Department of Education's (DOE's) [Diversity Plan](#), the [Strong Schools, Strong Communities](#) initiative and the [Framework for Great Schools](#). DLTs develop a DCEP each year, by updating the previous year's annual goals, district priorities and strategies based on the most current data as well as district and school needs. When applicable, DLTs use findings and recommendations from the **NYSED Diagnostic Tool for School and District Effectiveness (DTSDE)** Integrated Intervention Team (IIT) review and Central Led Review (CLR) processes to surface district trends that inform the development of goals and action plans.

#### **Equity & Excellence for All and the Every Student Succeeds Act (ESSA)**

NYCDOE initiatives and district educational planning is committed to providing every child with access to the highest level educational opportunities, the development of policies, programs, and structures that support the values of social-economic, racial and cultural diversity that promote educational equity. The NYCDOE's *Framework for Great Schools* aligns with NYSED's goals outlined in the Every Student Succeeds Act (ESSA). The ESSA goals reflected below and the Framework elements will inform district improvement planning as indicated below:

- Access for all to a rigorous standards-based curriculum
- Reduce persistent achievement gaps through equitable allocation of resources
- Support educator excellence throughout the careers of teachers and school leaders
- Accountability based academic and non-academic measures, and annual student growth to identify root causes
- Support efforts to improve school environments
- Ensure student access to support for social-emotional well-being
- Access to extracurricular opportunities that include internships, school and community service, sports and the arts
- Supports and services for students with disabilities consistent with the *Blueprint for Improved Results for Students with Disabilities*
- Supports and services for all students that maximize inclusion in general education classes

Together, the Framework for Great Schools aligned with ESSA goals reflect a commitment to improving student learning results for all by creating well-developed, culturally responsive, and equitable systems of support for achieving dramatic gains in student outcomes.

#### **Diversity in Our Schools**

The NYCDOE is committed to creating and supporting learning environments that reflect the diversity of New York City. We believe all students benefit from diverse and inclusive schools and classrooms. We strive to welcome and support all students, families, and school staff. The DOE's Diversity Plan explains our approach to diversity work. It also includes several policy changes that are in progress. This plan summarizes the specific actions being taken to increase and support diversity in city schools. This plan builds on the important work being implemented every day by central and field staff along with partner organizations, to make our districts and schools strong and welcoming.

## **Strong Schools, Strong Communities**

Under the leadership of Mayor Bill de Blasio and Chancellor Richard A. Carranza, the New York City Department of Education (DOE) continues to change the way in which it partners with and provides support to schools, and holds everyone in the system accountable for results. This administration's focus on creating a more equitable city includes ensuring that every neighborhood has high-quality schools and that every child has the opportunity to succeed. This approach required us to rethink how we support and improve struggling schools, and how to ensure that all school leaders can learn from the good practices used by schools across our system.

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 needs 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.

## **New Initiatives**

### **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 continue to 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 tool and are required to submit District Comprehensive Improvement Plans. Select schools engage in a similar review process using the DTSDE self-assessment to inform a school self-reflection (SSR) process or Central Led Review (CLR) processes. The IIT and CLR reviews comply with NYSED accountability requirements for Priority and Focus schools. The outcomes of these reviews are used to surface school level and district trends that inform continuous improvement planning.

The foundation of the DTSDE are six fundamental tenets that align to evidenced-based proven practices of effective



schools and districts. The tenets are:

**Tenet 1:** District Leadership and Capacity (For Districts Only)

**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) continues to support school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All the qualitative assessments are rooted in the Quality Review rubric used to inform findings and recommendations regarding school leadership, systems and structures, to improve student achievement. The 2018-19 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), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### **School Quality Reports for Schools and Families**

The New York City Department of Education uses [three school quality reports](#) to present information about the school's practices, learning environment, and performance results:

- The School Performance Dashboard combines multiple years of data from School Quality Reports into one tool that displays schools' results and key comparisons, and utilizes data visualization to facilitate analysis.
- 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.

### **School Support Structure: A Streamlined System to Deliver Customized Support**

To better align support for every school, a new school support accountability structure will be implemented in the 2018-19 SY. Superintendents and Field Support Center Executive Directors will now report to nine Executive

Superintendents, overseen by the First Deputy Chancellor. The new support and supervision system builds on the previous structure in which strong superintendents supervised principals, and Field Support Centers provided targeted resources to schools. This new school support and accountability structure consists of five major parts:

**1. First Deputy Chancellor:** Supports the Executive Superintendents, Superintendents, and Field Support Center Executive Directors.

**2. Executive Superintendents:** Supports community and high school superintendents and the Field Support Center Executive Directors. The Executive Superintendent has increased capacity to help superintendents and Field Support Centers work together to serve schools efficiently and effectively.

**3. Superintendents' Offices:** Each of our Community and High School Superintendents continue to be responsible for providing schools with the resources they need to succeed and for holding school leaders accountable for improved student outcomes, 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 Field Support Center (FSC) and NYCDOE Central Teams to ensure this support is cohesive and comprehensive. There are seven FSCs each led by a Field Support Center Executive Director, that contain a full range of school support personnel including, experts on: instruction, operations, student services, health resources and counseling, and support for English Language Learners and students with special needs.
- Facilitating the implementation of the broader NYCDOE vision for instruction within the district (e.g., Next Generation Learning Standards, the Framework for Great Schools).
- Aligning High Schools superintendent school assignments based on geographical proximity.
- Supporting 43 superintendents who work with principals to ensure that they receive the targeted support they need from the superintendent's team and Field Support Centers.

**4. Field Support Centers (FSCs):** The Field Support Centers have the staff necessary to build up specialized expertise in the field. Each Field Support Center utilizes a Board of Collaborative Educational Services or BOCES model in the provision of support to schools and:

- Provides 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.
- Supports the local administration of policies set by central divisions.

**5. NYCDOE Central Teams,** under the leadership of the Chancellor:

- Work with both the Field Support Centers and the superintendents to guide the policy implementation for their portfolio of schools.
- **Affinity Groups** continue to play a role in the new support structure:
  - The Affinity Groups are New Visions, Consortium & Internationals Schools, Urban Assembly and CUNY Schools.
  - Citywide Executive Superintendents support the Affinity school superintendents and Field Support Centers serving Affinity Schools.
  - These Affinity Groups report to superintendents and are held accountable for school performance.

The NYCDOE facilitates opportunities for schools to collaborate across the city through professional learning communities.

## **Additional Support for High Needs Schools (Renewal, RISE, Receivership, Priority)**

### **School Renewal Program**

NYCDOE's Office of Renewal Schools (ORS) will continue to partner with school leaders, staff, families and community partners across the city to transform schools through the School Renewal Program. The NYCDOE works intensively with each school community, setting clear goals and benchmarks to hold 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 in high needs schools 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 and those schools identified as Receivership, underwent a comprehensive needs assessment. Additional resources are 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 also receive extensive professional learning and development for school staff, including intensive coaching for principals, enhanced oversight from superintendents, and frequent visits from DOE trained staff to provide feedback and closely monitor progress. Additionally, Renewal Schools are supported by central DOE, superintendent teams and school-level support teams that are implementing individualized school renewal plans.

Under the direction of the Superintendent, the Principal Leadership Facilitators and Directors of School Renewal (DSRs) are the core drivers of school improvement and oversee the implementation for Renewal Schools within their district. The same level of support is also afforded to Receivership schools that may reside in a district. Superintendents of Renewal schools will ensure that each school's annual goals and action steps are aligned to their 2018-19 Renewal Benchmarks. The DSR, as part of the superintendent's team, oversees and supervises the coordination and delivery of intensive supports to 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 Schools, whole school reform model selection and progress monitoring. The School Implementation Manager (SIM) ensures School Improvement Grant (SIG) application development, implementation, and monitoring of the

approved plan. Specific activities of the SIM include:

- reviewing quantitative and qualitative data to assess student strengths and weaknesses;
- investigating root causes or contributing factors for low student achievement;
- aligning resources to maximize benefits to students;
- monitoring plan implementation and make mid-course adjustments, as needed; and
- evaluating 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 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.

#### **Rise Schools:**

To guide, support and accelerate the early progress demonstrated by the schools graduating out of the Renewal program, Central DOE identifies these schools as RISE schools which stands for Rising Schools of Excellence (RISE). As a result of their early progress, these schools transitioned out of the Renewal Schools program at the end of the 2017-2018 SY and will continue as RISE schools under the guidance of the Office of Field Support, in partnership with the Office of School Support and Supervision. These schools align with a compelling theory of action, clear strategy for sustainment, targeted individualized supports, continued accountability, and a gradual release of responsibility, such that they independently accelerate their growth trajectory.

All RISE Schools met at least 67% of their benchmarks, are not on the State's Priority list, and have demonstrated a sustainable school improvement structure that will allow them to build on their progress.

#### **Six Rise Keys for Continued Improvement:**

1. Strengthen the Instructional Core
2. Strengthen the Instructional Leadership Capacity

3. Improve Data Driven Practices
4. Apply a tiered approach to student intervention
5. Promote a positive, inclusive school environment for students, staff, parents and community partners
6. Increase monitoring and accountability

### **Rise Schools Theory of Action**

If the NYC Department of Education provides customized supports to RISE schools and principals designed around the “Six RISE School Keys for continued improvement” then, RISE principals and their teams will have the tools and resources to accelerate outcomes for ALL students and increase students’ access to an excellent and equitable education.

### **Monitoring and Accountability of Rise Schools**

- RISE schools will be monitored for implementation of the RISE Comprehensive Educational Plan (R<sup>+</sup>CEP) by Superintendents and Office of Field Support.
- Directors of School Improvement (DSI) within the Office of Field Support will provide intensive supports to RISE schools. The DSI provides instructional and operational supports to target the evolving needs of RISE schools, including professional development, curriculum development, extended learning opportunities and other strategies that enhance efforts to accelerate their growth trajectory.
- Superintendents of RISE schools will ensure that each school’s annual goals and action steps are aligned to their 2018-19 Rise Benchmarks.
- Rise schools will be held accountable for making progress according to annual targets set by the Department of Education, as evidenced by their attainment of named benchmark scores for each annualized key metric. Schools not achieving annual targets by June 2019 are subject to additional oversight and consequences, to be determined at a later date.
- OFS will bring increased oversight and accountability by monitoring FSC supports to schools and ensure that these are aligned with the school’s instructional focus, student and teacher needs, and moving the school toward achieving interim goals.
- OSSS will monitor DSI or DSR oversight of all supports to Rise Schools.

**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 that includes the following improvement strategies by:

- Cultivating strong leadership through the use of a Multidimensional Principal Performance Rubric (MPPR) whereby the Superintendent, Principal Leadership Facilitator or Central designee use the MPPR to support a balanced and purposeful professional assessment system, and provide feedback to promote the development of quality principal practice and 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 evidence-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.

**Additional Support for Schools with Other Designations (Focus, Local Assistance Plan, Reward, Good Standing and District 75 Schools)**

Senior School District Improvement Liaisons (SDILs) support Focus and Local Assistance Plan, Good Standing and Reward schools with the development, implementation and monitoring of School Comprehensive Educational Plans. SDILs also collaborate with other NYCDOE offices to support Renewal, Receivership and Priority schools. Specific activities include:

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

**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
- Engaging 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 be monitored and receive targeted and tailored solutions to meet the school’s unique needs, including:

- Participation in qualitative reviews 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

**Reward Schools:** Reward Schools are schools that are high achieving and high progress schools. Each Reward School receives a certificate of recognition from the Commissioner. School District Improvement Liaisons (SDILs) support

those eligible Reward Schools in applying for a Reward School grant and in the required activities under the grant including coordinating the scheduling of NYSED phone conferences with mentor principals from Reward schools and mentee principals from Priority and Focus schools.

**District 75:** [District 75](#) consists of 59 school organizations, home and hospital instruction and vision and hearing services. District 75's schools and programs are located in over 360 sites across the Bronx, Brooklyn, Manhattan, Queens, Staten Island and Syosset, New York. With the support of the District 75 Superintendence and the District 75 Field Support Team in collaboration with the Borough Field Support Offices, District 75 provides citywide educational, vocational, and behavioral support programs for students on the autism spectrum and for students with significant intellectual disabilities, emotional challenges, sensory impairments, and/or multiple disabilities.

### **Professional Development**

The Comprehensive Education Plan (CEP) serves as a school's blueprint for implementing instructional strategies, professional development opportunities, and parent involvement activities that promote continuous school improvement. The CEP is meant to be used as a tool to facilitate continuous improvement planning—to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. Additional information is available in the [iPlan Portal](#).

There are 3 ELL-related sections of the CEP:

- Language Allocation Policy (LAP)
- Title III Plans
- Translation and Interpretation Plans

### **Additional Support for English Language Learners**

All NYCDOE districts and schools will comply with Part 154 of the Commissioner's Regulations (CR Part 154), which establishes standards for school districts having English Language Learners/Multilingual Learners (ELLs/MLLs), to assure that students are provided opportunities to achieve the same educational goals and standards that have been established by the Board of Regents for all students. In accordance with the provisions of CR Part 154, each school district will provide ELLs/MLLs equal access to all school programs and services offered by the district, commensurate with the student's age and grade level, including access to programs required for graduation.

The [English Language Learner Policy and Reference Guide](#) explains policy requirements to all NYCDOE staff. It includes descriptions of the NYCDOE's administrative practices to enroll, screen, identify, and place English Language Learners (ELLs), including those who may be Students with Interrupted/Inconsistent Formal Education (SIFE), or ELLs with a Disability in appropriate programs. Districts are expected to adhere to policies and practices outlined in the [English Language Learner Policy and Reference Guide](#) and adjust any specific information as it pertains to English language learner subgroups (Newcomer ELLs, Developing ELLs, SIFE, Long-term ELLs, ELLs with a Disability, Former ELLs, and STH).

### **NYCDOE's ELL Philosophy and Programs for ELL Subpopulations**

The NYCDOE's philosophy regarding the education of English Language Learners aligns with guidance from NYCDOE's Division of Multilingual Learners (DML). Our belief is that ELLs/MLLs should be equal partners in all educational experiences offered throughout the city. Schools need to make every effort to be inclusive and provide pathways with points of entry for all ELL subpopulations with the appropriate scaffolds and resources. As educators, we know that there is one thing that is universal to all parents regardless of where they come from or the language they speak at home: parents want their children to succeed in school. The district's goal is to provide pathways for students to become college- and career-ready, which continues to be a guiding force within DML. The Chancellor is committed to bringing all partners together by fostering collaboration and out-of-the-box thinking that will ensure positive outcomes regarding the education of English Language Learners, including program types (English as a New Language, Transitional Bilingual Education, and Dual Language Programs), curricular materials, services and activities offered to ELLs ([English Language Learner Policy and Reference Guide](#), p. 6).

### **ELL Identification and Placement Practices**

The English Language Learner (ELL) Identification Process includes 8 mandated steps and 2 optional steps.

Each district superintendent is provided an aggregated monthly report on the data related to ELL identification, including but not limited to data entry and administration of the NYSITELL. For more detailed information on ELL Identification and Placement Practices, see the [English Language Learner Policy and Reference Guide](#) pp. 13-36.

Each month, all schools in Community School Districts 1 through 32 and in District 75 (special education) receive their ELL Data Update Reports, which includes a number of ELL data and compliance-related items. The EDUR provides a report to the school leader, superintendent, FSC staff, and central on any former ELL that is not receiving the minimum English as a new language services as mandated in the [English Language Learner Policy and Reference Guide](#), pp. 37-38. In the event an eligible former ELL is not receiving ENL, FSC staff contact the school to assist as necessary with technical, HR, or financial supports.

In New York City, there are three ELL programs offered to parents at the time of initial ELL identification:

- Dual language (DL)
- Transitional bilingual education (TBE)
- Freestanding English as a new language (formerly known as ESL)

Regardless of program type, in order to ensure that ELLs receive their full complement of mandated units of ENL and subject area content, schools must strategically program students so that teacher time is maximized in the classroom engaged in providing instruction. To make any adjustment (reducing or closing) of a bilingual program requires prior approval through an established process. For more details see the [English Language Learner Policy and Reference Guide](#), pp. 54-56.

### **Parent Information Regarding Bilingual Education, ENL Programs**

Parents have a voice in the final placement of the ENL programs their children receive, initially and in subsequent years. Schools must notify parents of their child's eligibility for ELL services and provide information and program selection through parent orientations in the parents' preferred language as established in [Chancellor's Regulation A-663](#); to review the steps, see the [English Language Learner Policy and Reference Guide](#), pp. 27-30. Schools may not refuse admission to zoned students or students assigned by the DOE's Office of Student Enrollment based on their ELL



status or program needs.

### **Additional Support for Students with Disabilities**

The NYCDOE Division of Specialized Instruction and Student Support (DSISS) continues collaboration with the Chancellor, to support the development, expansion and improvement of school communities that are inclusive of all students in order to ensure that all students graduate ready for post-secondary life. The NYCDOE is committed to implementation of the [NYS Blueprint for Improved Results for Students with Disabilities](#) as well as furthering [Equity and Excellence](#) for all students in New York City. In order to establish and improve school communities that are inclusive of all students, we must ensure that schools know their students well and continue to develop effective school teams of collaborative teachers to sustain the work in areas of Access, Quality IEPs, Behavior and Transition.

### **Special Education Liaisons**

All schools, including District 75, will identify school-based Special Education Liaisons. Liaisons will attend monthly meetings facilitated by their Field Support Center and D75 District Office. Liaisons must be individuals who are able to facilitate professional learning and build capacity within the school across stakeholders. Liaisons will be responsible for sharing information to the cross-functional School Implementation Team (SIT) as well as facilitating the professional learning experienced.

### **Special Education Liaison Meetings**

Special Education Liaison Meetings directly support the capacity building model. FSC based staff attend monthly Inclusive School Learning Collaborative (ISLC) sessions where members of DSISS share content designed to improve practice and build capacity at the school level.

Through an integrated approach, these cycles of learning will address key areas of needed growth for special education grounded in the IEP aligned to all 4 strands. Every cycle will address evidence of educational benefit, effect of disability and specially designed instruction through the four areas of focus.

### **School Implementation Teams**

Field Based Central staff and CSEs will ensure the goals of Equity and Excellence take root and are evident in all schools by developing capacity of critical staff and teams. The primary vehicle for change at the school level is the School Implementation Team (SIT). The SIT is a cross-functional team whose primary responsibility is to develop and implement appropriate and effective supports for students with disabilities and their families.

### **School Implementation Team Action Plan (SITAP)**

Following the capacity building model, Action Plans are developed by the SIT, guided by the learning from the Special Education Liaison Meetings, reflective of data, including IEP Reviews and CEP goals. All SITAPs define a goal aligned to the CEP and achievement data for students with disabilities. The SITAP addresses school's areas of need for Access

and Quality IEPs; as appropriate based on the school's data, may also address Behavior and Transition.

### **IEP Reviews**

IEP Reviews are a key component of the New York City (NYC) and New York State (NYS) Department of Education's efforts to increase effectiveness of inclusive school communities and improve the quality of IEPs and their implementation. The purpose of the IEP review process is to improve the quality of IEPs in NYC to ensure that IEPs reflect an understanding of the individual student and his/her needs and are meaningful instructional tools. Reviewing IEPs allows the school to identify trends and use those trends to determine the topics on which the staff require professional development. Those trends then inform the SITAP identifying the problem of practice and goal(s) for the year.

### **Reflecting Back on Last Year's Plan**

#### **Strengths and Areas of Improvement from Last Year's Plan**

The following information highlights areas of strength and improvement within the district:

Regularly scheduled teacher team meetings to analyze student outcomes to make modifications to CCLS aligned curriculum and provide multiple entry points for all learners.

#### **Anticipated Challenges**

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

Improving academic achievement for ELLs and Special Needs students, especially at the middle and high school level, as indicated by increased levels of proficiency on the NYS ELA and Math assessment as well as the English Regents.

### **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 for the framework elements in this plan 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:** Update 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 that 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.
- Step 3:** Build consensus around the development of annual goals, activities/strategies, District Parent and Family Engagement Policy, 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 4: DCEP Overview

Develop a narrative summary that includes:

1. Contextual information about your district's community and its unique/important characteristics, including your district's mission statement and area(s) of focus.

### **Demographics**

Community School District 15 represents 47 schools serving students in grades pre-K-12 that are geographically located in the Park Slope, Sunset Park, Cobble Hill, Red Hook, Carroll Heights sections/communities of the borough of Brooklyn, New York. The District is comprised of 25 elementary schools; 8 middle/intermediate/junior high schools; 0 K-8 school; 5 secondary schools; 9 high schools; and 0 K-12 school. Additionally, there are 7 charter schools in the district. The District serves a population of approximately 29,865 public school students from culturally diverse backgrounds, and the District's community is home to many new immigrants from Mexico, Central and South America, China, Bangladesh, Pakistan, Yemen and other Middle Eastern countries, Russia and other eastern European countries.

According to the latest available demographic data (2017-2018) 0.4% of the students are American Indian/Alaska Native; 16.3% are Asian or Pacific Islander; 14.9% are Black or African American; 37.7% are Hispanic or Latino, and 28.1% are White.

Approximately 18.3% 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, 16.1% of the students are English language learners (ELLs), with Spanish as the dominant language among the vast majority. 3.66% of ELL students in the District are Students with Interrupted Formal Education (SIFE).

Approximately 50.56% of students qualify for free lunch and 3% of students qualify for reduced lunch. Approximately 6.08% of students are in temporary housing (STH). Of the 47 schools in the district, 31 are Title I eligible, 31 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 15 in 2017-18 was 95.30%. The average principal suspension rate for District 15 in 2017-18 was 1.75% and the superintendent suspension rate for D15 was 0.51%.

Approximately 94.57% of teachers in District 15 are deemed to be highly qualified in their area of assignment in core subject areas. The percentage of teachers holding a Master's Degree plus 30 hours or a Doctorate is 40%. The percentage of teachers in the district rated effective/highly effective is 95.80%.

### Mission Statement:

We as educators in District 15 believe that each child is born with an innate capacity to love learning. We further believe that it is our calling to nurture this capacity. By ensuring that every child is provided with an educational experience that is meaningful, innovative, enriched and grounded in uncompromising standards of academic achievement, we ensure their scholastic, social and professional success. To this end, we unite as a collaborative community that embraces our diversity and is committed to the equitable allocation of resources and opportunities. We respectfully welcome all students, parents and constituents to join us as partners in striving to guarantee that we succeed in making this vision a reality for all.

### District 15 Equity Focus Problem Statement

In District 15, admissions policies, housing discrimination and cost, disparity of wealth among residents, and racism perpetuate racial and economic segregation in our schools. For example, 52% of all white students attend three middle schools which do not achieve Title One status. On the other hand, three middle schools in the district serve populations with over 80% poverty. Further, there is a clear disparity in the implementation of a culturally sustaining curriculum district-wide. Equally evident is the difference in the perception of what constitutes integration in the different communities within the district.

## 2. A summary of the current New York State District Accountability Status.

District 15 has been identified by the New York State Education Department as a Focus District for performance and having one Focus school. 0 schools have been identified as Priority Schools. 1 school has been identified as a Focus School. 0 schools are identified as Local Assistance Plan Schools, 1 school is 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](#).

## 3. Strategies for improving student outcomes in district schools that include district specific collaborations, partnerships and/or special initiatives being implemented.

Types of programs that District 15 schools will be engaging in for this school year, including grant-funded programs are indicated below:

- Samsung and Apple Grants
- New York State Integration Project Professional Learning Community

Effective partnerships that District 15 schools will be engaging in for this school year include:

- Learning Partners and Host Schools
- Buddy Up Schools within the District to support and share best practices and PD
- Showcase schools
- Apple Computer schools for distinction
- AVID
- I.B.
- Consortium Schools
- Lego Robotics
- National Science Foundation
- Theater Internships with BAM and Atlantic Theater at Park Slope Collegiate
- Partnership with the Metropolitan Opera
- Naturalist partnership with the Parks Department at Prospect Park
- Gowanus Canal Conservancy Partnership
- Brooklyn Historical Society
- WXY

University Partnerships with

- Columbia University
- Teachers College
- New York Polytechnic Institute
- Bank Street

Funding opportunities that District 15 schools will be utilizing or applying for in this school year are:

- Rollover Magnet School
- Magnet School

- 21<sup>st</sup> Century

## District 15 Demographics and Accountability Snapshot

| <b>School Configuration</b>  |               |  |               | <i>Source: NYCDOE</i>                                   |           |
|--|---------------|--|---------------|---|-----------|
| <b>Number of Schools in the District (2018-19)</b>                               |               |  |               |   |           |
| Total # of Schools ( <i>not incl. EEC or Charter</i> )                           | <b>48</b>     | Early Education Centers (EEC)                                      | <b>0</b>      | Charter Schools   | <b>7</b>  |
| Elementary   | <b>26</b>     | Middle/Intermediate/Junior High Schools                            | <b>8</b>      | High Schools  | <b>10</b> |
| K-8 Schools  | <b>0</b>      | Secondary Schools  | <b>4</b>      | K-12 Schools  | <b>0</b>  |
| <b>Title I School Count</b>  |               |  |               | <i>Source: NYCDOE FY19 School Allocation Memorandum</i> |           |
| 2018-19 # of Title I SWP Schools   | <b>29</b>     | 2018-19 # of Title I Targeted Assistance Schools                   | <b>1</b>      |   |           |
| <b>School Composition</b>  |               |  |               | <i>Source: SED Report Card/Source: Internal NYCDOE</i>  |           |
| SY18 Enrollment  | <b>33200</b>  | SY17 % Reduced Lunch   | <b>3%</b>     |   |           |
| SY18 % of LEP Students   | <b>15.1%</b>  | SY18 % Free Lunch  | <b>50.56%</b> |   |           |
| SY18 % of Students with Disability   | <b>18.7%</b>  | SY18 % Economically Disadvantaged Students (Title I)               | <b>56.8%</b>  |   |           |
| <b>School Composition - Other</b>  |               |  |               | <i>Source: Internal NYCDOE</i>                          |           |
| SY18 % of Students in Temporary Housing  | <b>5.5%</b>   | SY15 % of SIFE Students  | <b>3.66%</b>  |   |           |
| <b>Attendance &amp; Suspension Rate</b>  |               |  |               | <i>Source: Internal NYCDOE</i>                          |           |
| SY18 Average Student Attendance Rate - Elementary                                | <b>95.1%</b>  | SY18 Average Student Attendance Rate - Grade 2                     | <b>95.2%</b>  |   |           |
| SY18 Average Student Attendance Rate - Middle                                    | <b>95.4%</b>  | SY18 Average Student Attendance Rate - Grade 7                     | <b>95.5%</b>  |   |           |
| SY18 Average Student Attendance Rate - K-8                                       | -             | SY18 Average Student Attendance Rate - Grade 9                     | <b>87.3%</b>  |   |           |
| SY18 Average Student Attendance Rate - Secondary                                 | <b>88.5%</b>  | SY18 Average Student Attendance Rate - Grade 10                    | <b>83.8%</b>  |   |           |
| SY18 Average Student Attendance Rate - High School                               | <b>83.9%</b>  | SY15 Average Student Suspension - Principal                        | <b>1.75%</b>  |   |           |
| SY18 Average Student Attendance Rate - All                                       | <b>93.1%</b>  | SY15 Average Student Suspension - Superintendent                   | <b>0.51%</b>  |   |           |
| <b>Racial/Ethnic Origin</b>  |               |  |               | <i>Source: SED Report Card/Source: Internal NYCDOE</i>  |           |
| SY17 % American Indian or Alaska Native  | <b>0%</b>     | SY18 % Black or African American                                   | <b>14.0%</b>  |   |           |
| SY18 % Hispanic or Latino  | <b>36.2%</b>  | SY18 % Asian or Native Hawaiian/Pacific Islander                   | <b>16.1%</b>  |   |           |
| SY18 % White   | <b>30.1%</b>  | SY18 % Multi-Racial  | <b>3.6%</b>   |   |           |
| <b>Teacher and Principal Qualifications</b>                                      |               |  |               | <i>Source: SED Report Card</i>                          |           |
| SY15 % of Teachers deemed as highly qualified ( <i>Source: Internal NYCDOE</i> ) | <b>94.57%</b> | SY14 % of Teachers rated as effective or highly effective          | <b>95.80%</b> |   |           |
| SY17 % of Teachers with fewer than 3 years of experience                         | <b>14%</b>    | SY15 % of Teachers with master's degree plus 30 hours or doctorate | <b>40%</b>    |   |           |
| SY15 Turnover rate of all teachers   | <b>16%</b>    |  |               |   |           |
| <b>Student Performance for Elementary and Middle Schools Grades 3-8</b>          |               |  |               | <i>Source: Internal NYCDOE/NYSED</i>                    |           |
| SY18 ELA Performance at levels 3 & 4 (All Grades)                                | <b>56.9%</b>  | SY18 Mathematics Performance at levels 3 & 4 (All Grades)          | <b>56.0%</b>  |   |           |
| SY18 Science Performance at levels 3 & 4 (4th Grade)                             | <b>91%</b>    | SY18 Science Performance at levels 3 & 4 (8th Grade)               | <b>58%</b>    |   |           |
| <b>Student Performance for High Schools</b>                                      |               |  |               | <i>Source: SED Report Card</i>                          |           |
| ELA Performance at levels 3 & 4 (2014 Cohort)                                    | <b>77%</b>    | Math Performance at levels 3 & 4                                   | <b>71%</b>    |   |           |

|  |               |  |               |
|--|---------------|--|---------------|
|  |               | (2014 Cohort)                                      |               |
| <b>High School Graduation (NY State Calculation)</b> |               | <i>Source: NYCDOE/NYSED</i>                        |               |
| Four Year Graduation Rate (2012 Cohort - June)       | <b>65.2%</b>  | Four Year Graduation Rate (2012 Cohort - August)   | <b>68.2%</b>  |
| Five Year Graduation Rate (2012 Cohort - June)       | <b>73.7%</b>  | Five Year Graduation Rate (2012 Cohort - August)   | <b>74.6%</b>  |
| Four Year Graduation Rate (2013 Cohort - June)       | <b>66.0%</b>  | Four Year Graduation Rate (2013 Cohort - August)   | <b>69.0%</b>  |
| <b>College Readiness</b>                             |               | <i>Source: SED Report Card</i>                     |               |
| SY14 % of 1st year students who earned 10+ credits   | <b>75.89%</b> | SY14 % of 3rd year students who earned 10+ credits | <b>73.32%</b> |
| SY14 % of 2nd year students who earned 10+ credits   | <b>76.62%</b> |  |               |



| <b>District School Accountability Status</b> |               |  |   |                       |  |   |
|--|---------------|--|---|-----------------------|--|---|
|  |               |  |   |                       |  | <i>(Source: NYSED)</i>                                      |
| <u>BEDS</u>                                  | <u>DBN</u>    | <u>SED<br/>Accountability<br/>Status</u> | <u>NYCDOE<br/>Accountability<br/>Status</u> | <u>SIG<br/>Cohort</u> | <u>Struggling/Persistentl<br/>y Struggling</u> | <u>School Name</u>  |
| <u>331500010001</u>                          | <u>15K001</u> | <u>Good Standing</u>                     | :   | <u>N</u>              | <u>N</u>                                       | <u>P.S. 001 The Bergen</u>                                  |
| <u>331500010010</u>                          | <u>15K010</u> | <u>Good Standing</u>                     | :   | <u>N</u>              | <u>N</u>                                       | <u>Magnet School of Math, Science and Design Technology</u> |
| <u>331500010015</u>                          | <u>15K015</u> | <u>Good Standing</u>                     | :   | <u>N</u>              | <u>N</u>                                       | <u>P.S. 015 Patrick F. Daly</u>                             |
| <u>331500010024</u>                          | <u>15K024</u> | <u>Good Standing</u>                     | :   | <u>N</u>              | <u>N</u>                                       | <u>P.S. 024</u>   |
| <u>331500010029</u>                          | <u>15K029</u> | <u>Good Standing</u>                     | :   | <u>N</u>              | <u>N</u>                                       | <u>P.S. 029 John M. Harrigan</u>                            |
| <u>331500010032</u>                          | <u>15K032</u> | <u>Good Standing</u>                     | :   | <u>N</u>              | <u>N</u>                                       | <u>P.S. 032 Samuel Mills Sprole</u>                         |
| <u>331500010038</u>                          | <u>15K038</u> | <u>Good Standing</u>                     | :   | <u>N</u>              | <u>N</u>                                       | <u>P.S. 038 The Pacific</u>                                 |
| <u>331500010039</u>                          | <u>15K039</u> | <u>Reward School</u>                     | :   | <u>N</u>              | <u>N</u>                                       | <u>P.S. 039 Henry Bristow</u>                               |
| <u>331500010051</u>                          | <u>15K051</u> | <u>Good Standing</u>                     | :   | <u>N</u>              | <u>N</u>                                       | <u>M.S. 51 William Alexander</u>                            |
| <u>331500010058</u>                          | <u>15K058</u> | <u>Good Standing</u>                     | :   | <u>N</u>              | <u>N</u>                                       | <u>P.S. 058 The Carroll</u>                                 |
| <u>331500010088</u>                          | <u>15K088</u> | <u>Good Standing</u>                     | :   | <u>N</u>              | <u>N</u>                                       | <u>J.H.S. 088 Peter Rouget</u>                              |
| <u>331500010094</u>                          | <u>15K094</u> | <u>Good Standing</u>                     | :   | <u>N</u>              | <u>N</u>                                       | <u>P.S. 094 The Henry Longfellow</u>                        |
| <u>331500010107</u>                          | <u>15K107</u> | <u>Good Standing</u>                     | :   | <u>N</u>              | <u>N</u>                                       | <u>P.S. 107 John W. Kimball</u>                             |
| <u>331500010118</u>                          | <u>15K118</u> | <u>Good Standing</u>                     | :   | <u>N</u>              | <u>N</u>                                       | <u>The Maurice Sendak Community School</u>                  |

|                                |                          |                                |   |          |          |   |
|--------------------------------|--------------------------|--------------------------------|---|----------|----------|---|
| <u>33150001012</u><br><u>4</u> | <u>15K12</u><br><u>4</u> | <u>Good</u><br><u>Standing</u> | = | <u>N</u> | <u>N</u> | <u>P.S. 124 Silas</u><br><u>B. Dutcher</u>  |
| <u>33150001013</u><br><u>0</u> | <u>15K13</u><br><u>0</u> | <u>Good</u><br><u>Standing</u> | = | <u>N</u> | <u>N</u> | <u>P.S. 130 The</u><br><u>Parkside</u>  |
| <u>33150001013</u><br><u>1</u> | <u>15K13</u><br><u>1</u> | <u>Good</u><br><u>Standing</u> | = | <u>N</u> | <u>N</u> | <u>P.S. 131</u><br><u>Brooklyn</u>  |
| <u>33150001013</u><br><u>6</u> | <u>15K13</u><br><u>6</u> | <u>Good</u><br><u>Standing</u> | = | <u>N</u> | <u>N</u> | <u>I.S. 136</u><br><u>Charles O.</u><br><u>Dewey</u>  |
| <u>33150001014</u><br><u>6</u> | <u>15K14</u><br><u>6</u> | <u>Good</u><br><u>Standing</u> | = | <u>N</u> | <u>N</u> | <u>P.S. 146</u>   |
| <u>33150001015</u><br><u>4</u> | <u>15K15</u><br><u>4</u> | <u>Good</u><br><u>Standing</u> | = | <u>N</u> | <u>N</u> | <u>The Windsor</u><br><u>Terrace</u><br><u>School</u>   |
| <u>33150001016</u><br><u>9</u> | <u>15K16</u><br><u>9</u> | <u>Good</u><br><u>Standing</u> | = | <u>N</u> | <u>N</u> | <u>P.S. 169</u><br><u>Sunset Park</u>   |
| <u>33150001017</u><br><u>2</u> | <u>15K17</u><br><u>2</u> | <u>Good</u><br><u>Standing</u> | = | <u>N</u> | <u>N</u> | <u>P.S. 172</u><br><u>Beacon</u><br><u>School of</u><br><u>Excellence</u>                     |
| <u>33150001023</u><br><u>0</u> | <u>15K23</u><br><u>0</u> | <u>Good</u><br><u>Standing</u> | = | <u>N</u> | <u>N</u> | <u>P.S. 230 Doris</u><br><u>L. Cohen</u>  |
| <u>33150001026</u><br><u>1</u> | <u>15K26</u><br><u>1</u> | <u>Good</u><br><u>Standing</u> | = | <u>N</u> | <u>N</u> | <u>P.S. 261</u><br><u>Philip</u><br><u>Livingston</u>   |
| <u>33150001029</u><br><u>5</u> | <u>15K29</u><br><u>5</u> | <u>Good</u><br><u>Standing</u> | = | <u>N</u> | <u>N</u> | <u>P.S. 295</u>   |
| <u>33150001032</u><br><u>1</u> | <u>15K32</u><br><u>1</u> | <u>Good</u><br><u>Standing</u> | = | <u>N</u> | <u>N</u> | <u>P.S. 321</u><br><u>William Penn</u>  |
| <u>33150001142</u><br><u>3</u> | <u>15K42</u><br><u>3</u> | <u>Good</u><br><u>Standing</u> | = | <u>N</u> | <u>N</u> | <u>Brooklyn</u><br><u>Frontiers</u><br><u>High School</u>                                     |
| <u>33150001142</u><br><u>9</u> | <u>15K42</u><br><u>9</u> | <u>Good</u><br><u>Standing</u> | = | <u>N</u> | <u>N</u> | <u>Digital Arts</u><br><u>and Cinema</u><br><u>Technology</u><br><u>High School</u>           |
| <u>33150001044</u><br><u>2</u> | <u>15K44</u><br><u>2</u> | <u>Good</u><br><u>Standing</u> | = | <u>N</u> | <u>N</u> | <u>M.S. 442</u><br><u>Carroll</u><br><u>Gardens</u><br><u>School for</u><br><u>Innovation</u> |
| <u>33150001044</u><br><u>3</u> | <u>15K44</u><br><u>3</u> | <u>Good</u><br><u>Standing</u> | = | <u>N</u> | <u>N</u> | <u>New Voices</u><br><u>School of</u><br><u>Academic &amp;</u>                                |

|                                |                          |                                |   |          |          |  |
|--------------------------------|--------------------------|--------------------------------|---|----------|----------|--|
|                                |                          |                                |   |          |          | <u>Creative Arts</u>                                       |
| <u>33150001044</u><br><u>7</u> | <u>15K44</u><br><u>7</u> | <u>Good</u><br><u>Standing</u> | = | <u>N</u> | <u>N</u> | <u>The Math &amp; Science Exploratory School</u>           |
| <u>33150001044</u><br><u>8</u> | <u>15K44</u><br><u>8</u> | <u>Good</u><br><u>Standing</u> | = | <u>N</u> | <u>N</u> | <u>Brooklyn Secondary School for Collaborative Studies</u> |
| <u>33150001146</u><br><u>2</u> | <u>15K46</u><br><u>2</u> | <u>Good</u><br><u>Standing</u> | = | <u>N</u> | <u>N</u> | <u>Secondary School for Law</u>                            |
| <u>33150001146</u><br><u>3</u> | <u>15K46</u><br><u>3</u> | <u>Good</u><br><u>Standing</u> | = | <u>N</u> | <u>N</u> | <u>Secondary School for Journalism</u>                     |
| <u>33150001146</u><br><u>4</u> | <u>15K46</u><br><u>4</u> | <u>Good</u><br><u>Standing</u> | = | <u>N</u> | <u>N</u> | <u>Park Slope Collegiate</u>                               |
| <u>33150001149</u><br><u>7</u> | <u>15K49</u><br><u>7</u> | <u>Focus School</u>            | = | <u>N</u> | <u>N</u> | <u>School for International Studies</u>                    |
| <u>33150001051</u><br><u>6</u> | <u>15K51</u><br><u>6</u> | <u>Good</u><br><u>Standing</u> | = | <u>N</u> | <u>N</u> | <u>Sunset Park Avenues Elementary School</u>               |
| <u>33150001151</u><br><u>9</u> | <u>15K51</u><br><u>9</u> | <u>Good</u><br><u>Standing</u> | = | <u>N</u> | <u>N</u> | <u>Cobble Hill School of American Studies</u>              |
| <u>33150001152</u><br><u>9</u> | <u>15K52</u><br><u>9</u> | <u>Good</u><br><u>Standing</u> | = | <u>N</u> | <u>N</u> | <u>West Brooklyn Community High School</u>                 |
| <u>33150001159</u><br><u>2</u> | <u>15K59</u><br><u>2</u> | <u>Good</u><br><u>Standing</u> | = | <u>N</u> | <u>N</u> | <u>Khalil Gibran International Academy</u>                 |
| <u>33150001165</u><br><u>6</u> | <u>15K65</u><br><u>6</u> | <u>Good</u><br><u>Standing</u> | = | <u>N</u> | <u>N</u> | <u>Brooklyn High School of the Arts</u>                    |
| <u>33150001166</u><br><u>7</u> | <u>15K66</u><br><u>7</u> | <u>Good</u><br><u>Standing</u> | = | <u>N</u> | <u>N</u> | <u>Sunset Park High School</u>                             |
| <u>33150001067</u><br><u>6</u> | <u>15K67</u><br><u>6</u> | <u>Good</u><br><u>Standing</u> | = | <u>N</u> | <u>N</u> | <u>Red Hook Neighborhood School</u>                        |

|                                |                          |                                |   |          |          |   |
|--------------------------------|--------------------------|--------------------------------|---|----------|----------|---|
| <u>33150001168</u><br><u>4</u> | <u>15K68</u><br><u>4</u> | <u>Reward</u><br><u>School</u> | = | <u>N</u> | <u>N</u> | <u>Millennium</u><br><u>Brooklyn HS</u>                                   |
| <u>33150001169</u><br><u>8</u> | <u>15K69</u><br><u>8</u> | <u>Good</u><br><u>Standing</u> | = | <u>N</u> | <u>N</u> | <u>South</u><br><u>Brooklyn</u><br><u>Community</u><br><u>High School</u> |
| <u>33150001082</u><br><u>1</u> | <u>15K82</u><br><u>1</u> | <u>Good</u><br><u>Standing</u> | = | <u>N</u> | <u>N</u> | <u>Sunset Park</u><br><u>Prep</u>   |
| <u>33150001083</u><br><u>9</u> | <u>15K83</u><br><u>9</u> | <u>Good</u><br><u>Standing</u> | = | <u>N</u> | <u>N</u> | <u>M.S. 839</u>   |
| <u>33150001089</u><br><u>6</u> | <u>15K89</u><br><u>6</u> | <u>Good</u><br><u>Standing</u> | = | <u>N</u> | <u>N</u> | <u>P.S. 896</u>   |

| <b>Priority School Summary</b> |         |              |                                      |                                     |   | <i>(Source: NYSED)</i> |
|--------------------------------|---------|--------------|--------------------------------------|-------------------------------------|---|------------------------|
| DBN                            | Renewal | Receivership | Identified for E/M PI (All Students) | Identified for HS PI (All Students) | Identified for Graduation Rate (All Students) |                        |
|                                |         |              |                                      |                                     |   |                        |

| <b>Focus School Summary</b> |     |        |       |       |          |       |     |     |          | <i>(Source: NYSED)</i> |
|-----------------------------|-----|--------|-------|-------|----------|-------|-----|-----|----------|------------------------|
| DBN                         | SWD | Am Ind | Asian | Black | Hispanic | White | LEP | ED  | Mix Race |                        |
| 15K497                      |     |        |       |       | Yes      |       |     | Yes |          |                        |

| <b>LAP School Summary</b> |         |          |        |         |           |                           | <i>(Source: NYSED)</i> |
|---------------------------|---------|----------|--------|---------|-----------|---------------------------|------------------------|
| DBN                       | 3-8 ELA | 3-8 Math | HS ELA | HS Math | 4 & 8 Sci | Grade Rate (All Students) |                        |
|                           |         |          |        |         |           |                           |                        |

**Good Standing/Reward School Summary***(Source: NYSED)*

| <b>DBN</b> | <b>Accountability Status</b> |
|------------|------------------------------|
| 15K001     | Good Standing                |
| 15K010     | Good Standing                |
| 15K015     | Good Standing                |
| 15K024     | Good Standing                |
| 15K029     | Good Standing                |
| 15K032     | Good Standing                |
| 15K038     | Good Standing                |
| 15K039     | Reward School                |
| 15K051     | Good Standing                |
| 15K058     | Good Standing                |
| 15K088     | Good Standing                |
| 15K094     | Good Standing                |
| 15K107     | Good Standing                |
| 15K118     | Good Standing                |
| 15K124     | Good Standing                |
| 15K130     | Good Standing                |
| 15K131     | Good Standing                |
| 15K136     | Good Standing                |
| 15K146     | Good Standing                |
| 15K154     | Good Standing                |
| 15K169     | Good Standing                |
| 15K172     | Good Standing                |
| 15K230     | Good Standing                |
| 15K261     | Good Standing                |
| 15K295     | Good Standing                |
| 15K321     | Good Standing                |
| 15K423     | Good Standing                |
| 15K429     | Good Standing                |
| 15K442     | Good Standing                |

|               |                      |  |
|---------------|----------------------|--|
| <b>15K443</b> | <b>Good Standing</b> |  |
| <b>15K447</b> | <b>Good Standing</b> |  |
| <b>15K448</b> | <b>Good Standing</b> |  |
| <b>15K462</b> | <b>Good Standing</b> |  |
| <b>15K463</b> | <b>Good Standing</b> |  |
| <b>15K464</b> | <b>Good Standing</b> |  |
| <b>15K516</b> | <b>Good Standing</b> |  |
| <b>15K519</b> | <b>Good Standing</b> |  |
| <b>15K529</b> | <b>Good Standing</b> |  |
| <b>15K592</b> | <b>Good Standing</b> |  |
| <b>15K656</b> | <b>Good Standing</b> |  |
| <b>15K667</b> | <b>Good Standing</b> |  |
| <b>15K676</b> | <b>Good Standing</b> |  |
| <b>15K684</b> | <b>Reward School</b> |  |
| <b>15K698</b> | <b>Good Standing</b> |  |
| <b>15K821</b> | <b>Good Standing</b> |  |
| <b>15K839</b> | <b>Good Standing</b> |  |
| <b>15K896</b> | <b>Good Standing</b> |  |



**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 1a – Needs Assessment**

| <b>Alignment to DTSDE Statements of Practice</b>   |  |                         |
|--|--|-------------------------|
| <b>Statements of Practice</b>  |  | <b>SOP(s) Addressed</b> |
| Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in the appropriate box indicating SOP(s) addressed in this action plan.   |  |                         |
| 1.5  | The district promotes a data-driven culture by providing strategies connected to best practices that all staff members and school communities are expected to be held accountable for implementing.                                  | X                       |
| 3.1  | The district works collaboratively with the school (s) to ensure CCLS curriculum that provides 21st Century and College and Career Readiness skills in all content areas and provides fiscal and human resources for implementation. |                         |
| <ul style="list-style-type: none"> <li>• Reflect on the needs of your district as it relates to this element of the Framework for Great Schools – Rigorous Instruction. This districtwide needs assessment should be informed by the aggregated results of school reviews and other trends such as student trends for academic performance, attendance, suspension, school survey results, and others. Cite data sources and trends.</li> <li>• Analyze 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.</li> <li>• Summarize your district’s strengths and needs relative to Rigorous Instruction in a narrative or bullet format.</li> <li>• Include relevant findings informed by the District Comprehensive Improvement Plan and citywide initiatives.</li> </ul>   |  |                         |
| <b><u>Academic Performance - 2017-18 School Year</u></b>   |  |                         |
| <p><u>ELA</u> – All Students subgroup saw an increase of 4%, to 57% proficient.</p> <p>Ethnicity subgroups saw an increase in Asian students, up 4%, to 59% proficient, Black or African American students up 3% to 47% proficient, Hispanic students, up 4%, to 39% proficient and White students, up 3% to 80% proficient..</p> <p>SWDs – Increase of 6% proficiency to 25% proficient.</p> <p>ELLs – Increase of 2% proficiency to 11% proficient.</p><br><p><u>Math</u> – All Students subgroup saw an increase in proficiency, up 3%, to 56% proficient.</p> <p>Ethnicity subgroups saw an increase in proficiency, up 2% for Asian students to 71% proficient, Black or African American Students up 2% to 37% proficient, Hispanic students, up 3% to 34% proficient and White students, up 3% to 78% proficient.</p> <p>SWDs – Increase in proficiency, up 4%, to 24% proficient.</p> <p>ELLs – Proficiency remained the same at 23% proficient.</p><br><p><b><u>Districtwide Strengths:</u></b></p> <ul style="list-style-type: none"> <li>• CCLS aligned curriculum across all grades and subjects.</li> </ul> |  |                         |



- Frequent professional development learning opportunities for teachers provided through administrators, school based coaches, lead teachers, consultants, and Field Support Center (FSC) professional development, to support teachers in aligning the scope and sequence of the core curriculum with the CCLS.
- Regularly scheduled meetings to collaboratively review and modify units of study and lesson plans, ensuring CCLS alignment.
- Regularly scheduled teacher team meetings to analyze student outcomes to make modifications to CCLS aligned curriculum and provide multiple entry points for all learners.
- Continuous analysis of summative student data, based on common writing and reading rubrics, to provide interventions for targeted populations.

**Districtwide Needs:**

- Reflectively focus on critical thinking across all content areas, including a focus on conceptual mathematics to enhance teacher practice and student ownership of learning.
- Improve academic achievement for ELLs and Special Needs students, especially at the middle and high school level, as indicated by increased levels of proficiency on the NYS ELA assessment and the English Regents.
- Improve student achievement in mathematics across all student subgroups, as measured by increased student levels of proficiency on the NYS mathematics assessments and the Algebra 1 Regents exam
- 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.
- Ensuring that the curriculum is aligned to the Common Core Learning Standards.
- Teaching strategies need to provide multiple entry points into the curricula, leading to even engagement in appropriately challenging tasks, in order to demonstrate higher-order thinking skills in student work products and participation in discussions.
- Teacher led discussions to help students ask higher-order questions.
- Professional learning with external consultants/coaches also needs to focus on building teachers’ content knowledge in using assessment data to refine effective CCLS aligned Math/Literacy pedagogy to meet the needs of ALL learners.

Data sources include NYSED data from 3-8 assessments, High School cohort data, School Quality Reports, NYC School Survey.

**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. Include relevant findings from the citywide District Comprehensive Improvement Plan and findings that will address citywide initiatives.

Reflectively focus on critical thinking and student discourse across all content areas, including a focus on conceptual mathematics to enhance teacher practice and student ownership of learning.

Deepen the work around building teacher practice to best support English Language Learners, then student outcomes for all students, including students with ENL needs, will improve as they move towards bi-literacy and the study of more than one language through active engagement in ambitious intellectual activities and develop critical thinking skills.

High Schools

- Expanding professional collaborations for school leaders across districts, interstate, and internationally to

build capacity in instructional and leadership practices.

- Supporting schools to improve the quality and escalation of rigorous course work and assessment through professional learning on quality assessment design and vertical teaming.
- Supporting schools to increase college and career readiness levels and provide equity and access for all scholars through amplifying literacy, numeracy, and 21st century skills across all content areas.
- Supporting schools to engage in increased personalization and customization of the learning process through the integration of digital platforms or other instructional technology.
- Supporting schools to build capacity and strategies to empower and engage families to increase effective communication and participation in the academic, social, and emotional development of their child.

**Part 2 – Annual Goal**

Indicate your district’s 2018-19 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 2019, District 15 will improve academic achievement in mathematics across all student subgroups, as measured by increased student levels of proficiency on the NYS mathematics assessments and the Algebra 1 Regents exam.

By June 2019 D15 will support language learning and rigorous academic discourse for all children to improve academic achievement, especially for ELLs and SWD students, as measured by increased levels of student proficiency on the NYS ELA assessments and the English Regents.

**Part 3a – Action Plan**

| <p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of and ensure curricular access for students with disabilities, high-need student subgroups (e.g., overage/under-credited, STH) and English language learners.</li> <li>• Actions the district will take to address the citywide needs resulting from the NYSED IIT DTSDE Citywide Review and the needs of the district schools identified as Renewal, Priority, Focus and Local Assistance Plan (LAP) schools in addressing the Framework element – Rigorous Instruction.</li> <li>• Include relevant activities/strategies informed by the District Comprehensive Improvement Plan and citywide initiatives.</li> </ul> | <p><b>Target Group(s) Who will be targeted?</b></p> | <p><b>Timeline What is the start and end date?</b></p> | <p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p> |
|---|---|--|---|
| <ul style="list-style-type: none"> <li>• Build teacher practice to continually improve</li> </ul>   | <p>ENL, SWD, ELL</p>                                | <p>Sept. 2018 to</p>                                   | <p>Superintendent, PLF</p>  |

|  |  |                                |  |
|--|--|--------------------------------|--|
| <p>their support of English Language Learners</p> <ul style="list-style-type: none"> <li>• Structure academic programming in all schools to move toward bi-literacy and enhanced opportunities to pursue the study of languages other than English (through dual language programs and world language courses)</li> <li>• Continue implementation of Advanced Literacy Practices and support the further development of Advanced Literacy Practices model/lab sites</li> <li>• Work with all middle schools to enhance enrichment programs and asynchronous learning projects.</li> <li>• Continue Critical Thinking partnerships with LCI Learning Center.</li> <li>• Monthly Principal conferences with incorporated professional development</li> <li>• Monthly Assistant Principal conference with incorporated professional development</li> <li>• Create additional Dual Language Programs (Spanish, Mandarin Chinese, and French).</li> <li>• QTEL initiative. Creation of a lab site to then turn key to other schools via professional development.</li> <li>• <u>FSC Supports</u></li> <li>• (ELL K-12 Assistant Principals, Lead Teachers, Principals.) Participants will examine what Advanced Literacy means, and how to use it as a foundation for schoolwide action in a professional learning session.</li> <li>• Schools will schedule individual coaching sessions to revisit action steps identified during the course of the professional learning session.</li> <li>• (ELL K-12 Teachers) Participants will learn way to scaffold curricula that will afford accessibility to ENL students through differentiation, project-based learning, and technology.</li> <li>• Superintendents and Field Support Center deputies and their respective teams collaborate with school leaders to access instructional tasks developed by teacher teams for those schools identified in need of improvement in this area, to ensure alignment to CCLS and access for SWDs and ELLS as measured by district and state-led reviews.</li> </ul> | <p>and Hispanic subgroups in grades K-12</p> <p>All Students</p> | <p>June 2019</p>               | <p>and Field Support Liaison</p>                     |
| <p>Electronic Intervention Programs:</p> <ul style="list-style-type: none"> <li>• School of One – Specifically targeting Mathematics</li> </ul>  | <p>ENL, SWD, ELL and Hispanic subgroups in</p>                   | <p>Sept. 2018 to June 2019</p> | <p>Superintendent, PLF and Field Support Liaison</p> |

|  |  |                                |  |
|--|--|--------------------------------|--|
| <ul style="list-style-type: none"> <li>• I Zone School</li> <li>• I Lit Reading program/SIOP-ESL to Support Reading Recovery</li> <li>• Middle School Forum - district wide</li> <li>• The superintendent will collaborate with the FSC deputy director for teaching and learning to facilitate the development of online school-wide action plans that outline specific professional development activities for teacher teams that address the development of CCLS-aligned tasks.</li> </ul>  | <p>grades K-12</p> <p>All Students</p>                     |                                |  |
| <ul style="list-style-type: none"> <li>• Teacher and Administrative teams use a collaborative approach to identify and evaluate individual student strengths and needs and target appropriate resources to ensure movement towards standards for all students, including Students with Disabilities and English Language Learners</li> <li>• Superintendent teams will collaborate with the FSCs and the Office of State and Federal Education Policy and School improvement Programs (OSFEP) in identifying instruments of measure and midpoint benchmarks used to assess the impact of the action plans.</li> </ul>  | <p>ENL, SWD, ELL and Hispanic subgroups in grades K-12</p> | <p>Sept. 2018 to June 2019</p> | <p>Superintendent, PLF and Field Support Liaison</p> |
| <ul style="list-style-type: none"> <li>• Meet monthly with Field Support Center (FSC) staff to discuss districtwide curriculum needs and targeted support based on analysis of DOE and NYSED-led reviews and S/CEPs.</li> <li>• Superintendent teams will collaborate with the Office of School Quality in assessing school development and implementation of CCLS-aligned tasks via <a href="#">Quality Reviews</a> (QR indicator 1.1- Ensure engaging, rigorous, and coherent tasks in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards), <a href="#">Principal Practice Observation Tool (PPO)</a> reviews, and Advance Component 1e providing targeted actionable feedback to routinely monitor and evaluate curricula for CCLS alignment.</li> </ul> <p><u>High Schools</u></p> <ul style="list-style-type: none"> <li>• The district will meet with school leaders, on a monthly basis to support inquiry cycles based on CEP goals.</li> <li>• Monthly Principal Meetings</li> <li>• PPO Visits</li> <li>• Support Visits</li> </ul> | <p>All Students</p>  | <p>Sept. 2018 to June 2019</p> | <p>Superintendent, PLF and Field Support Liaison</p> |

|  |  |  |  |
|--|--|--|--|
| <p><u>FSC Supports</u></p> <ul style="list-style-type: none"> <li>• Content Lead Teacher Support -supporting clinical collaborative inquiry groups for teachers.</li> <li>• High Touch Principals – support through specific areas of instructional leadership.</li> <li>• Assistant Principals – professional learning support on instructional leadership.</li> <li>• Danielson Framework – support through norming and calibration sessions for APs with Advance Leads.</li> </ul><br><ul style="list-style-type: none"> <li>• <u>Central Supports:</u></li> <li>• Superintendent teams collaborate with the Office of State and Federal Education Policy and School Improvement Programs (OSFEP) to promote a data driven culture in schools using instruments of measures and midpoint benchmarks to monitor the impact of action plans and adjust plans based on the feedback provided as a result of progress monitoring.</li> <li>• Office of Curriculum, Instruction and Professional Learning (CIPL) produces high quality curricula, elementary-middle and high school scope and sequence, resources and assessments for all content areas.</li> <li>• All students including students with Individualized Education Programs will have social/emotional supports to access CCLS curriculum, the arts, technology and enrichment subjects.</li> </ul> |  |  |  |
|--|--|--|--|

**Part 3b – Family Engagement**

How will your district engage families and support their understanding of Rigorous Instruction and the Common Core in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Superintendent teams in collaboration with the FSC and/or DOE offices will support deepening the school community and family understanding of Charlotte Danielson's Framework for Teaching as well as CCLS by providing workshops and professional development opportunities facilitated by teachers. Workshops will occur throughout the school year and will be conducted by schools leaders and or school staff..

**Part 4 – Resources**

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

- Learning Partners and Host Schools
- Buddy Up Schools within the District to support and share best practices and PD
- Showcase schools
- Apple Computer schools for distinction
- AVID
- I.B.
- Consortium Schools
- National Science Foundation
- Theater Internships with BAM and Atlantic Theater at Park Slope Collegiate
- Partnership with the Metropolitan Opera
- Naturalist partnership with the Parks Department at Prospect Park
- Gowanus Canal Conservancy Partnership
- Brooklyn Historical Society

**Part 5 – Progress Monitoring**

**Part 5a.** Districts are expected to annually measure and track the academic progress of students. Engage in progress monitoring of activities, strategies and overall planning. Identify a mid-point benchmark that will indicate district progress towards meeting the specified goal.

By February 2019, superintendent team notes will reflect collaboration with schools to promote rigorous instruction and higher order skills within the curriculum and students tasks aligned to the Common Core Learning Standards. Academic progress will be reviewed via:

- Growth measures on Speaking, Listening, Reading, Writing Components of NYSESSESLAT
- Growth measures on NYS ELA Exams, Grades 3-8
- Growth measures on NYS Math Exams, Grades 3-8

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Superintendent team notes, PPOs, Data review, Advance Data

**Part 5c.** In **February**, 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 1a – Needs Assessment**

| <b>Alignment to DTSDE Statements of Practice</b>   |  |                         |
|--|--|-------------------------|
| <b>Statements of Practice</b>  |  | <b>SOP(s) Addressed</b> |
| Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in the appropriate box indicating SOP(s) addressed in this action plan.   |  |                         |
| 2.1  | The district works collaboratively with the school to provide opportunities and supports for the school leader to create, develop and nurture a school environment that is responsive to the needs of the entire school community. | X                       |
| 5.1  | The district creates policy and works collaboratively with the school to provide opportunities and resources that positively support students’ social and emotional developmental health.  |                         |
| <ul style="list-style-type: none"> <li>• Reflect on the needs of your district as it relates to this element of the Framework for Great Schools – Supportive Environment. This districtwide needs assessment should be informed by the aggregated results of school reviews and other trends such as student trends for academic performance, attendance, suspension, school survey results, and others. Cite data sources and trends.</li> <li>• Analyze 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.</li> <li>• Summarize your district’s strengths and needs relative to Supportive Environment in a narrative or bullet format.</li> <li>• Include relevant findings informed by the District Comprehensive Improvement Plan and citywide initiatives.</li> </ul> |  |                         |
| <b><u>2018 NYC School Survey:</u></b>  |  |                         |
| According to the 2018 School Survey over 80% of parents/families, students and teachers feel that D15 schools establish a culture where students feel safe, challenged to grow and supported to meet high expectations.  |  |                         |
| <b><u>Districtwide Strengths:</u></b>  |  |                         |
| <ul style="list-style-type: none"> <li>• Implementation of structures to regularly deliver blocks of research based social-emotional learning programs for all students.</li> <li>• Partnerships with community based organizations to provide social-emotional supports for students and families.</li> <li>• Regular meetings of school based teams to provide interventions and address the social and emotional health of students.</li> <li>• Structures to provide targeted academic, social, and emotional interventions to support Students with Disabilities.</li> <li>• Regularly scheduled celebrations and assemblies to honor student participation, engagement, and attendance.</li> </ul>   |  |                         |
| <b><u>Districtwide Needs:</u></b>  |  |                         |
| <ul style="list-style-type: none"> <li>• Provide all schools district-wide with a range of strategies that ensure that all constituencies are supported not only scholastically, but are treated respectfully and nurtured socially and emotionally so that they may achieve academic and personal success.</li> <li>• Making significant progress in fostering a school culture where students feel safe, supported and cognitively challenged by their teachers and peers.</li> <li>• Developing comprehensive systems to address a student’s social and emotional developmental health needs.</li> <li>• Providing teachers and support staff with the skills to teach social and emotional developmental health and to improve attendance rates.</li> </ul>  |  |                         |

- Teachers promotes a risk free environment that allows for student voice.
- Students are provided with opportunities to work independently, in small group or in a large group based on student need.
- Opportunities are provided for students to engage in cultural events that support their diverse backgrounds.
- Guidance counselors meet with a select group of students to train them on conflict resolution.

Data sources include New York State District Report Cards, School Quality reports, NYS assessment data, NYC School Survey.

**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. Include relevant findings from the District Comprehensive Improvement Plan and findings that will address citywide initiatives.

Provide all schools district-wide with a range of strategies that ensure that all constituencies are supported not only scholastically, but are treated respectfully and nurtured socially and emotionally so that they may achieve academic and personal success.

Deepen the structures that warrant a safe and supportive environment for all community members, including training teachers to proactively respond to crisis, then all students will feel safe, supported, and appropriately challenged by their teachers and peers.

**Part 2 – Annual Goal**

Indicate your district’s 2018-19 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 2019, District 15 will deepen understanding and implementation of strategic and preventative SEL supports for all constituents district-wide, as indicated by increased percentages of positive responses to appropriate areas of the school survey, district wide.

**Part 3a – Action Plan**

|   |   |  |   |
|---|---|--|---|
| <p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies and support services to address the needs of students with disabilities, high-need student subgroups (e.g., overage/under-credited, STH) and English language learners.</li> <li>• Actions the district will take to address the citywide needs resulting from the NYSED IIT DTSDE Citywide Review and the needs of the district schools identified as Renewal, Priority, Focus and Local Assistance Plan (LAP) schools in addressing the Framework element –</li> </ul> | <p><b>Target Group(s) Who will be targeted?</b></p> | <p><b>Timeline What is the start and end date?</b></p> | <p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p> |
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| <p><b>Supportive Environment.</b></p> <ul style="list-style-type: none"> <li>● <b>Include relevant activities/strategies informed by the District Comprehensive Improvement Plan and citywide initiatives.</b></li> </ul>  |                          |                                |  |
| <ul style="list-style-type: none"> <li>● Continue to develop and implement structures that ensure a welcoming environment for all members of the community</li> <li>● Further developing the skills of teachers and school staff to support students in crisis through TCIS (Therapeutic Crisis Intervention for Schools) and RULER (Yale Center for Emotional Intelligence) training</li> <li>● District 15 will provide quality academic intervention services to students in grades K -12 who are not meeting the NYC and NYS standards. The District is committed to establishing and maintaining effective academic intervention teams at each school as well as Inquiry Teams.</li> <li>● Teams use a collaborative approach to identify and evaluate individual student strengths and needs and target appropriate resources to ensure movement towards standards for all students, including Students with Disabilities and English Language Learners</li> <li>● Q-Tel Training: to support instruction for ELL/ENL students.</li> <li>● Diversity Group - Monthly meetings (all constituents) to discuss and ensure diversity within all schools.</li> <li>● Monthly Professional Development for Parent Coordinators.</li> <li>● Developing Supportive Schools: Buddy school system: to support schools, Principal Inquiry Team to support data inquiry.</li> <li>● WXY - Diversity Initiative and Urban Planning Consultant</li> <li>● K-12 School crisis team members, Administrators, Teachers, Deans, Paraprofessionals, Support Staff, etc.) After attending a series of workshops, participants will be certified practitioners of TCIS trained to proactively prevent and/or de-escalate potential crisis situations with students, process the crisis event with students to help improve their coping strategies, and manage crisis situations to reduce the risk of harm to students and staff</li> <li>● (K-12 Principals, Assistant Principals, Teachers) After attending a workshop with Marc Brackett, participants will be members of their school's RULER Implementation Team and will lead</li> </ul> | <p>All students K-12</p> | <p>Sept. 2018 to June 2019</p> | <p>Superintendent, PLF and Field Support Liaison</p> |

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| <p>RULER rollout in their school or district and district.</p>   |                          |                                |  |
| <ul style="list-style-type: none"> <li>• The teams work in concert with the Pupil Personal Teams and the Inquiry Teams in each school to identify struggling students and target interventions.</li> <li>• Team leader help to identify students in need of AIS services and or social/emotional support. The team leader then coordinates the school’s efforts to align targeted interventions and assessments to meet the individual needs of the at-risk students and design a system for monitoring student progress.</li> <li>• High School: Pre-K to College and Career Summit for Boys and Young Men - Professional development for staff</li> </ul>  | <p>All students K-12</p> | <p>Sept. 2018 to June 2019</p> | <p>Superintendent, PLF and Field Support Liaison</p>                   |
| <ul style="list-style-type: none"> <li>• Team leaders meets on a regular basis with the intervention team to assess each student’s progress, articulate with classroom teachers and parents, and make any necessary changes to the student’s services. These teams will be supported by staff from the FSC Teams.</li> <li>• School partnerships with Center for Family Life, Leader in Me, AVID and Kids of Hope to support socio-emotional growth.</li> <li>• Focus schools will receive support in implementing a system and curricula that supports social-emotional development (as identified in their most recent state or district-led review), will be provided with extensive quarterly training by FSCs and develop an action plan that will be monitored by superintendents' teams.</li> </ul> | <p>All students K-12</p> | <p>Sept. 2018 to June 2019</p> | <p>Superintendent, PLF and Field Support Liaison</p>                   |
| <p>Identify and coordinate with current community-based organizations in addressing social-emotional needs of students and parents.</p> <ul style="list-style-type: none"> <li>• Schools will collaborate with their superintendent teams, FSCs and OSFEP staff to engage in systematic analysis of school data aligned with their instruments of measure (such as Daily Student Attendance rates, Student Disciplinary Data, Quality Review results, and/or IIT results) to evaluate the effectiveness of the structures for student support on the school level. Throughout the process, school leaders will be provided with specific feedback on progress toward their plans.</li> </ul>   | <p>All students K-12</p> | <p>Sept. 2018 to June 2019</p> | <p>Superintendent, PLF, Field Support Liaison and Family Advocates</p> |

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| <p><u>High Schools</u></p> <ul style="list-style-type: none"> <li>• School leaders will be encouraged to work with their school communities to ensure that students acquire and effectively apply the knowledge, attitudes, habits, and skills necessary to:</li> <li>• Set and achieve positive goals with a focus on college and career readiness</li> <li>• Collaborate with school leaders in committing to informing parents about the nature of student self-direction and personal efficacy</li> </ul> <p><u>Central Supports</u></p> <ul style="list-style-type: none"> <li>• OSYD will support schools in implementing social norms and student engagement initiatives, including Respect for All Week and Restorative Justice Approaches to conflict resolution.</li> <li>• The Division of Specialized Instruction and Student Support (DSISS) and the FSC, utilizes the Shared Path Framework to support schools identified through qualitative and quantitative means in positive behavior supports in a multi-tiered system and provides training in the implementation of specific action plans to improve positive behavior supports across tiers.</li> <li>• The Division of Multilingual Learners and Student Support (DML), in collaboration with Field Support Centers (FSCs), will provide professional development and support to administrators and teachers in schools with ELLs to ensure their understanding of the special academic, language, and social-emotional needs of students and other ELL subgroups.</li> </ul> |  |  |  |
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**Part 3b – Family Engagement**

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| <p>How will your district engage families and support their understanding of Supportive Environment in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.</p> <p>The district will support schools with creating a culture to ensure parents and families are provided with opportunities to deepen understanding of College and Career Readiness and Social Emotional Learning expectations for their</p> |
|--|

children with the following:

- Workshops
- Parent Information Sessions
- Parent/Student Handbooks
- Teacher Conferences
- Online/Paper Progress Reports
- Assess the effectiveness of activities and interventions, track students' progress in developing effective academic behaviors, and frequently communicate progress to families.
- The district will establish a pipeline with Medgar Evers Community College and high schools through a Young Men of Color PreK- College Summit.
- The district supports schools through providing resources for diversity and acceptance awareness for all.

Workshops will occur throughout the school year and will be run by school leaders, consultants and staff.

#### **Part 4 – Resources**

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

- Learning Partners and Host Schools
- Buddy Up Schools within the District to support and share best practices and PD
- Showcase schools
- Apple Computer schools for distinction
- AVID
- I.B.
- Consortium Schools
- National Science Foundation
- Theater Internships with BAM and Atlantic Theater at Park Slope Collegiate
- Partnership with the Metropolitan Opera
- Naturalist partnership with the Parks Department at Prospect Park
- Gowanus Canal Conservancy Partnership
- Brooklyn Historical Society
- WXY - Diversity Initiative

#### **Part 5 – Progress Monitoring**

**Part 5a.** Districts are expected to annually measure and track the academic progress of students. Engage in progress monitoring of activities, strategies and overall planning. Identify a mid-point benchmark that will indicate district progress towards meeting the specified goal.

By February 2019, parents and students will receive information about community-based organizations in addressing social-emotional needs of students and parents as from the Family Leadership Coordinator as measured by parent coordinator newsletters.

Data to be reviewed.

- Frequency of incidents as indicated in OORS reports
- Patterns of incidents as indicated in OORS reports
- Deployment of outside mental health services

High Schools

By February of 2019, the high school district will realize an increase in the number of students enrolled in college level courses in schools across the districts.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

MMPRs, OORS Reports, Analysis of Restorative Practice Interest data forms

**Part 5c.** In **February**, 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 1a – Needs Assessment**

| <b>Alignment to DTSDE Statements of Practice</b>   |  |                         |
|--|--|-------------------------|
| <b>Statements of Practice</b>  |  | <b>SOP(s) Addressed</b> |
| Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in the appropriate box indicating SOP(s) addressed in this action plan.   |  |                         |
| 1.4  | The district has a comprehensive plan to create, deliver and monitor professional development in all pertinent areas that is adaptive and tailored to the needs of individual schools.   |                         |
| 4.1  | The district works collaboratively with the school to provide opportunities and supports for teachers to develop strategies and practices and addresses effective planning and accounts for student data, needs, goals and levels of engagement. | X                       |
| <ul style="list-style-type: none"> <li>• Reflect on the needs of your district as it relates to this element of the Framework for Great Schools – Collaborative Teachers. This districtwide needs assessment should be informed by the aggregated results of school reviews and other trends such as student performance, teacher performance, and others. Cite data sources and trends.</li> <li>• Analyze 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.</li> <li>• Summarize your district’s strengths and needs relative to Collaborative Teachers in a narrative or bullet format.</li> <li>• Include relevant findings informed by the District Comprehensive Improvement Plan and citywide initiatives.</li> </ul>   |  |                         |
| <b><u>Academic Performance - 2017-18 School Year</u></b>   |  |                         |
| <p><u>ELA</u> – All Students subgroup saw an increase of 4%, to 57% proficient.</p> <p>Ethnicity subgroups saw an increase in Asian students, up 4%, to 59% proficient, Black or African American students up 3% to 47% proficient, Hispanic students, up 4%, to 39% proficient and White students, up 3% to 80% proficient..</p> <p>SWDs – Increase of 6% proficiency to 25% proficient.</p> <p>ELLs – Increase of 2% proficiency to 11% proficient.</p><br><p><u>Math</u> – All Students subgroup saw an increase in proficiency, up 3%, to 56% proficient.</p> <p>Ethnicity subgroups saw an increase in proficiency, up 2% for Asian students to 71% proficient, Black or African American Students up 2% to 37% proficient, Hispanic students, up 3% to 34% proficient and White students, up 3% to 78% proficient.</p> <p>SWDs – Increase in proficiency, up 4%, to 24% proficient.</p> <p>ELLs – Proficiency remained the same at 23% proficient.</p> |  |                         |

### **Districtwide Strengths:**

- Grade and Departmental teams meet during scheduled time periods to design curriculum maps, unit plans, lesson plans, and learning activities focused on providing multiple entry points for all learners.
- Teachers engage in regular inter-visitations to surface and share best instructional practices.
- Teachers engage in cycles of inter-visitation of Highly Effective teachers and participate in debrief conferences to identify and implement best instructional practices.
- Inquiry teams meet regularly to examine and analyze student work products in order to implement strategies to support improved student writing products.

### **Districtwide Needs:**

- Deepen teacher understanding of the use of the Inquiry process to move student achievement , especially in defined subgroups.
- Establish effective professional collaborations among teachers to improve classroom practices that result in success and improvement in ELA and math instruction.
- 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.
- Teachers participate in Professional Learning Communities (PLC) has resulted in the majority of teachers adopting instructional best practices that promote rigorous thinking.
- Focus on analysis of data and shared practice.
- Ensure that all lessons include both content and language objectives with student opportunities to have meaningful conversations about their understanding of the content being taught and present their learning through project base learning.

Data sources will include Professional development plans, teacher schedules and artifacts, NYSED assessment data and NYSED District Report Card data.

### **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. Include relevant findings from the District Comprehensive Improvement Plan and findings that will address citywide initiatives.

- Deepen the district-wide professional learning communities that focus on collaboration and serve as critical friends groups for all constituents, then teachers will enhance their teacher skills continue to thrive within a culture of respect and continuous improvement while delivering the instructional support that drives student achievement.
- Deepen teacher understanding of the use of the Inquiry process to move student achievement , especially in defined subgroups.
- Support schools to establish effective professional collaborations and intervisitations among teachers to improve classroom practices that result in success and improvement in ELA and math instruction of all students, K-12.

### **Part 2 – Annual Goal**

Indicate your district’s 2018-19 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 2019, the District leadership team will collaborate with the FSC to enhance the performance and expertise of our teachers and school leaders through shared coaching and peer professional opportunities at every level.

**Part 3a – Action Plan**

| <p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, high-need student subgroups (e.g., overage/under-credited, STH) and English language learners.</li> <li>• Actions the district will take to address the citywide needs resulting from the NYSED IIT DTSDE Citywide Review and the needs of the district schools identified as Renewal, Priority, Focus and Local Assistance Plan (LAP) schools in addressing the Framework element – Collaborative Teachers.</li> <li>• Include relevant activities/strategies informed by the District Comprehensive Improvement Plan and citywide initiatives.</li> </ul> | <p><b>Target Group(s) Who will be targeted?</b></p>     | <p><b>Timeline What is the start and end date?</b></p> | <p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p> |
|--|---|--|---|
| <ul style="list-style-type: none"> <li>• Offer professional learning supports to enhance educators’ command of teaching and assessment practices that boost critical thinking in all content areas and enhance leaders’ strengths in supporting these practices</li> <li>• Support pedagogical shifts – focusing on continuously developing increasingly stronger teaching practices to enhance student outcomes</li> <li>• Continue expanding our system of teacher supports, particularly our district’s professional learning "safety net", through cross-pollination of best practices across the district</li> <li>• Recognize and celebrate the professional accomplishments and contributions of teachers throughout the school year: Achieving tenure, supporting a colleague, making exceptional gains with students, honoring years of service and</li> </ul>  | <p>All Teachers, Support Staff and school personnel</p> | <p>Sept. 2018 to June 2019</p>                         | <p>Superintendent, PLF and Field Support Liaison</p>  |



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| <p>retirement</p> <ul style="list-style-type: none"> <li>Teachers will engage in intervisitations to share best practices.</li> <li>Establish partnerships with organizations and businesses to promote College and Career Readiness.</li> <li>SWAT Team: Teacher to teacher support system/team. Teachers serve as models and mentors.</li> <li>Developing Supportive Schools: Buddy schools, Principal Inquiry teams.</li> </ul>  |   |                                |  |
| <ul style="list-style-type: none"> <li>Professional learning focused on early adolescent development and needs.</li> <li>Shared professional development (Paras are included in all training).</li> </ul> <p><u>FSC Supports</u></p> <ul style="list-style-type: none"> <li>(ELL K-12 Coordinators, ELL Teachers) Participants will explore various instructional practices to aid them in creating student centered classrooms, and meeting the needs of their students.</li> <li>(K-12 Assistant Principals, Lead Teachers, and Teachers) Participants will engage in a cohort workshop series around dual language instructional supports, program structures, and curriculum.</li> <li>Superintendents and their teams will meet monthly with FSC directors and their teams to analyze qualitative data (including QR reports, IIT reviews, and PPO visits) to identify supports required across the district. FSC directors will collaborate with central offices in the development of resources that are responsive to the needs of schools. results, and/or IIT results, student achievement results on NYSED assessments, NYC Performance Assessments, other benchmark assessments and credit accumulation) to evaluate the effectiveness of supports provided to schools, and identify additional areas of need to improve student achievement. Throughout the review process, school leaders will be provided with specific feedback, and will receive targeted ongoing and interim support meetings and continuous feedback loops in supporting the effectiveness of</li> </ul> | <p>All Teachers, Support Staff and school personnel</p> | <p>Sept. 2018 to June 2019</p> | <p>Superintendent, PLF and Field Support Liaison</p> |

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| <p>professional development on the impact of teaching practice for ELLs and SWDs.</p>  |   |                                |  |
| <ul style="list-style-type: none"> <li>Partnerships with Teachers College and other collaborative consortiums.</li> <li>District wide focus on Inquiry.</li> <li>Teacher teams will collaborate and analyze student work targeting high achievers, low achievers, SWDs and ELLs.</li> <li>Field support liaisons will collaborate with superintendents and principals to identify targeted resources and supports for schools. FSLs will coordinate the delivery of these supports to schools with FSC deputy directors to ensure that FSC staff, including instructional specialists, ELL specialists, and SWD specialists are deployed to meet the needs of schools. Additionally, FSC coaches will support schools by providing targeted resources and coaching based upon the specific needs of the school.</li> </ul>   | <p>All Teachers, Support Staff and school personnel</p> | <p>Sept. 2018 to June 2019</p> | <p>Superintendent, PLF and Field Support Liaison</p>       |
| <ul style="list-style-type: none"> <li>School leadership will meet with their superintendent three times during the school year and will engage in an analysis of school data (such as Advance data, Quality Review.</li> </ul> <p><u>High Schools</u></p> <ul style="list-style-type: none"> <li>Monthly Principal Meetings</li> <li>Support Visits</li> </ul> <p><u>FSC Supports</u></p> <ul style="list-style-type: none"> <li>High Touch Principals –support through specific areas of instructional leadership(includes assessment).</li> <li>Assistant Principals –professional learning support on instructional leadership (includes assessment)</li> <li>Danielson Framework –support through norming and calibration sessions for APs with Advance Leads with an emphasis on 1E, 3B, 3C and 3D</li> <li>Teacher Team Leaders –professional learning support to increase leadership and instructional capacity of teachers through district partnerships.</li> </ul> <p><u>Central Supports</u></p> | <p>All Teachers, Support Staff and school personnel</p> | <p>Sept. 2018 to June 2019</p> | <p>Superintendent, PLF, TDEC and Field Support Liaison</p> |

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| <ul style="list-style-type: none"> <li>• Office of Performance and Evaluation (OPE) will communicate weekly updates regarding the Advance system to track teacher performance and development and support district evaluation coaches (TDECs), FSC deputies and Advance points in the implementation of the Advance system.</li> <li>• In accordance with SED, DSISS, comprised of the Special Education Office (SEO) and District 75 Schools will implement the Shared Path Framework representing NYCDOE school improvement action plans to support SWDs, which includes four strands focus on Quality IEPs, Access (to LRE and curricula), positive behavior and transition planning.</li> <li>• FSC Special Education specialists provide PD to Special Education teachers on topics such as, Meeting the Needs of Diverse Learners, Supporting Diverse Learners in the Least Restrictive Environment, IEP goal setting, Co-teaching and Co-planning, behavior modification systems (PBIS, the Universal Design for Learning, progress monitoring and SESIS.</li> <li>• Central provides PD to FSCs and SE Liaisons on implementing Shared Path Framework for "Spotlight" schools in literacy intervention, accessible instructional materials and assistive technology.</li> <li>• School level Special Education School Implementation Teams (SIT) create an action plan in the CEP that includes methods for progress monitoring to ensure continuous improvement.</li> <li>• Superintendents with school leaders conduct a formative assessment of school progress using benchmarks, QR/IIT Reports, relevant assessment data (including NYSED assessments, Advance data New York City Performance Assessments, ELL and SWD assessments, and Fountas and Pinnell Reading Levels, credit accumulation data) and S/CEPs to identify areas of need and evaluate the effectiveness of supports provided to schools. Feedback provided will address impact of PD on teaching practice for all students, ELLs, SWDs.</li> </ul> |  |  |  |
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**Part 3b – Family Engagement**

How will your district engage families and support their understanding of Collaborative Teachers and Strategies to promote teacher-parent collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

D15 will conduct parent and family information sessions as well as workshops. Workshops will be presented by school teams, District Family Leadership and Coordinator of Family Support. Workshops will be conducted to share data findings and progress reports. Parent information session will occur throughout the school year.

#### **Part 4 – Resources**

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

- Learning Partners and Host Schools
- Buddy Up Schools within the District to support and share best practices and PD
- Showcase schools
- Apple Computer schools for distinction
- AVID
- I.B.
- Consortium Schools
- National Science Foundation
- Theater Internships with BAM and Atlantic Theater at Park Slope Collegiate
- Partnership with the Metropolitan Opera
- Naturalist partnership with the Parks Department at Prospect Park
- Gowanus Canal Conservancy Partnership
- Brooklyn Historical Society

#### **Part 5 – Progress Monitoring**

**Part 5a.** Districts are expected to annually measure and track the academic progress of students. Engage in progress monitoring of activities, strategies and overall planning. Identify a mid-point benchmark that will indicate district progress towards meeting the specified goal.

By February 2019, the district in collaboration with Field Support Center staff will provide professional development to examine and identify teacher practices that support credit accumulation as measured by professional development feedback forms.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Professional development feedback forms, MMPRs. Additional instruments of measure include:

- Feedback from principal captured during whole group principal meetings in Sept '18, Dec '18, and Mar '19.\
- Learner-centered curriculum aligned to rigorous assessments
- Participation rates at FSC workshops, meetings trainings
- Feedback from FSC workshops, meetings, and trainings
- Examination of school support visit feedback and Advance observation data with an emphasis on 1E, 3B, 3C and 3D

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

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

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

**Part 1a – Needs Assessment**

| <b>Alignment to DTSDE Statements of Practice</b>  |  |                         |
|---|--|-------------------------|
| <b>Statements of Practice</b><br>Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in the appropriate box indicating SOP(s) addressed in this action plan.   |  | <b>SOP(s) Addressed</b> |
| 1.1   | The district has a comprehensive approach for recruiting, evaluating and sustaining high-quality personnel that affords schools the ability to ensure success by addressing the needs of their community |                         |
| 1.2   | The district leadership has a comprehensive and explicit theory of action about school culture that communicates high expectations for addressing the needs of all constituents                          | X                       |
| 1.3   | The district is organized and allocates resources (financial, staff support, materials, etc.) in ways that align appropriate levels of support for schools based on the needs of the school community    |                         |
| <ul style="list-style-type: none"> <li>• Reflect on the needs of your district as it relates to this element of the Framework for Great Schools – Effective School Leadership. This districtwide needs assessment should be informed by the aggregated results of school reviews and other trends such as student trends for academic performance, teacher performance, school survey results, and others. Cite data sources and trends.</li> <li>• Analyze 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.</li> <li>• Summarize your district’s strengths and needs relative to Effective School Leadership in a narrative or bullet format.</li> <li>• Include relevant findings informed by the District Comprehensive Improvement Plan and citywide initiatives.</li> </ul> |  |                         |
| <b><u>Academic Performance - 2017-18 School Year</u></b>  |  |                         |
| <p><u>ELA</u> – All Students subgroup saw an increase of 4%, to 57% proficient.</p> <p>Ethnicity subgroups saw an increase in Asian students, up 4%, to 59% proficient, Black or African American students up 3% to 47% proficient, Hispanic students, up 4%, to 39% proficient and White students, up 3% to 80% proficient..</p> <p>SWDs – Increase of 6% proficiency to 25% proficient.</p> <p>ELLs – Increase of 2% proficiency to 11% proficient.</p>   |  |                         |
| <p><u>Math</u> – All Students subgroup saw an increase in proficiency, up 3%, to 56% proficient.</p> <p>Ethnicity subgroups saw an increase in proficiency, up 2% for Asian students to 71% proficient, Black or African American Students up 2% to 37% proficient, Hispanic students, up 3% to 34% proficient and White students, up 3% to 78% proficient.</p> <p>SWDs – Increase in proficiency, up 4%, to 24% proficient.</p> <p>ELLs – Proficiency remained the same at 23% proficient.</p>   |  |                         |

**Districtwide Strengths:**

- School leaders engage in frequent cycles of observation and provide timely feedback, grounded in the Danielson , to teachers.
- Targeted professional development supports by coaches, educational consultants, and administrators to teachers based upon observation data.
- School leaders provide professional development to strengthen the relationship between the schoolwide core beliefs and the schoolwide instructional practices.
- Teachers engage in Teachers College professional development sessions to support improved student performance in literacy.

**Districtwide Needs:**

- Deepen principal understanding of the use of the Inquiry process to move student achievement , especially in defined subgroups.
- To improve effective school leadership practices to ensure instructional and socio-emotional support that drives student achievement for all students.
- 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.
- Consistent follow up on the impact of professional development on student learning.
- Administer specific schedule for Assistant Principals to meet with grade team leaders.
- Creating teacher lead professional development activities.

Data sources include Professional development plans, teacher artifacts, NYSED assessment data and NYSED District Report Card data, NYC School Survey, teacher surveys.

**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. Include relevant findings from the District Comprehensive Improvement Plan and findings that will address citywide initiatives.

Deepen principal understanding and teacher understanding of the use of the Inquiry process to move student achievement , especially in defined subgroups.

**Part 2 – Annual Goal**

Indicate your district’s 2018-19 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 2019, District 15 in will improve effective school leadership practices to ensure instructional, academic and socio-emotional support that drives student achievement for all students K-12.

**Part 3a – Action Plan**

| <p><b>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:</b></p> <ul style="list-style-type: none"> <li>● Professional development, and/or systems and structures needed to impact change.</li> <li>● Strategies to address the needs of students with disabilities, high-need student subgroups (e.g., overage/under-credited, STH) and English language learners.</li> <li>● Actions the district will take to address the citywide needs resulting from the NYSED IIT DTSDE Citywide Review and the needs of the district schools identified as Renewal, Priority, Focus and Local Assistance Plan (LAP) schools in addressing the Framework element – Effective School Leadership.</li> <li>● Include relevant activities/strategies informed by the District Comprehensive Improvement Plan and citywide initiatives.</li> </ul>   | <p><b>Target Group(s) Who will be targeted?</b></p> | <p><b>Timeline What is the start and end date?</b></p> | <p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p> |
|---|---|--|---|
| <ul style="list-style-type: none"> <li>● Support school leaders in effective use of data</li> <li>● Create Critical Thinking partnerships with LCI Learning Center</li> <li>● Increase Teacher mentoring partnerships</li> <li>● Monthly Principal conferences with incorporated professional development</li> <li>● Monthly Assistant Principal conference with incorporated professional development</li> <li>● Monthly Principal conferences and subgroup meetings to support collaboration and Principal growth that enable us to share best practices.</li> <li>● Form sub-committee to address needs of Dual-language and Middle school application process.</li> <li>● SLTs update action plans based on midpoint progress monitoring results and feedback; SDILs and superintendent teams support schools, as needed.</li> <li>● SWAT Team: Teacher to teacher support team - teachers serve as models and mentors.</li> <li>● Developing Supportive Schools: Buddy school system, Principal Inquiry teams.</li> <li>● Q-Tel Training: to support instruction for ELL/ENL students.</li> <li>● Diversity Group - Monthly meetings (all constituents) to discuss and ensure diversity within all schools.</li> <li>● Superintendent team to present monthly professional development for Parent</li> </ul> | <p>All School Leaders K-12</p>                      | <p>Sept. 2018 to June 2019</p>                         | <p>Superintendent, PLF and Field Support Liaison</p>  |

|  |                                |                                |  |
|--|--------------------------------|--------------------------------|--|
| <p>Coordinators.</p>   |                                |                                |  |
| <ul style="list-style-type: none"> <li>• Include all 6-12 schools in Principal meetings for collaborative culture and community development.</li> <li>• High School Superintendents to meet with High School Principals monthly.</li> <li>• High School: Pre-K to College and Career Summit for Boys and Young Men - Professional development for staff</li> <li>• Principal Inquiry groups to work on a common concern</li> <li>• Superintendent conducted professional development on Inquiry.</li> <li>• District-wide professional development calendar</li> <li>• Superintendents and superintendent teams meet with their School District Improvement Liaison (SDIL) from the Office of State and Federal Educational Policy (OSFEP) to review district and school data and accountability information, and discuss citywide and district initiatives to inform S/CEP development.</li> </ul>              | <p>All School Leaders K-12</p> | <p>Sept. 2018 to June 2019</p> | <p>Superintendent, PLF and Field Support Liaison</p> |
| <ul style="list-style-type: none"> <li>• Support leaders to establish lead teachers to celebrate those who exemplify best practices for inter-school visitations.</li> <li>• Support school leaders to develop strategic systems for managing professional development.</li> <li>• Support school leaders to develop teacher pedagogy which reflects their core beliefs about how children learn best which is informed by the Danielson framework for teaching.</li> </ul>  | <p>All School Leaders K-12</p> | <p>Sept. 2018 to June 2019</p> | <p>Superintendent, PLF and Field Support Liaison</p> |
| <ul style="list-style-type: none"> <li>• Collaborate with FSC staff in supporting school leaders in monitoring and evaluating assessment structures.</li> <li>• The District and schools will implement Central DOE's, A Vision for School Improvement: Applying the Framework for Great Schools as indicated below:</li> <li>• The Superintendent will meet regularly with the DLT to develop their District Comprehensive Educational Plan (DCEP) and implement Central's Theory of Action</li> <li>• 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.</li> <li>• The DLT will support the School Leadership Teams (SLTs) who develop S/CEPs aligned with</li> </ul> | <p>All School Leaders K-12</p> | <p>Sept. 2018 to June 2019</p> | <p>Superintendent, PLF and Field Support Liaison</p> |



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| <p>the DCEP goals and the Central’s Theory of Action.</p> <ul style="list-style-type: none"> <li>• The FSC 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.</li> </ul> <p><u>High Schools</u></p> <ul style="list-style-type: none"> <li>• Monthly Principal Meetings</li> <li>• Equity Teams</li> <li>• Inspirational Visits</li> <li>• District Initiatives</li> </ul> <p><u>FSC Supports</u></p> <ul style="list-style-type: none"> <li>• Guidance Counselor Workshops - supporting guidance counselors to monitor cohort progress and promote college and career readiness opportunities.</li> <li>• Special Education/ICT workshops – support for special education teachers to establish effective partnerships that promote personalized instruction and college readiness for SWDs</li> <li>• Partnerships to establish more opportunities for internships and job-readiness training for SWDs</li> <li>• ENL – instructional support through Advanced Literacy</li> </ul> <p><u>Central Supports</u></p> <ul style="list-style-type: none"> <li>• Superintendents and their teams, in collaboration with OSFEP, identify specific opportunities and/or onsite support for schools in their districts.</li> <li>• DML provides PD and support to administrators and bilingual/ENL teachers to ensure high quality Bilingual Education and ENL programs aligned to Citywide Blueprint for ELL Success.</li> </ul> |  |  |  |
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**Part 3b – Family Engagement**

How will your district engage families and support their understanding of Effective School Leadership and Strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Superintendent teams and school leadership will provide parent/family workshops to support their understanding of Effective School Leadership and Strategies to promote parent leadership and engagement . Parent information

session will occur throughout the school year.

#### **Part 4 – Resources**

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

- Learning Partners and Host Schools
- Buddy Up Schools within the District to support and share best practices and PD
- Showcase schools
- Apple Computer schools for distinction
- AVID
- I.B.
- Consortium Schools
- National Science Foundation
- Theater Internships with BAM and Atlantic Theater at Park Slope Collegiate
- Partnership with the Metropolitan Opera
- Naturalist partnership with the Parks Department at Prospect Park
- Gowanus Canal Conservancy Partnership
- Brooklyn Historical Society
- WXY

#### **Part 5 – Progress Monitoring**

**Part 5a.** Districts are expected to annually measure and track the academic progress of students. Engage in progress monitoring of activities, strategies and overall planning. Identify a mid-point benchmark that will indicate district progress towards meeting the specified goal.

By February 2019, the district will coordinate at least two school inter-visitations to identify best practices as measured by participant feedback forms.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Intervisitation participant feedback forms, MMPRs, in addition to:

- Participation rates at FSC workshops, meetings, trainings
- Feedback from FSC workshops, meetings and trainings
- Enrollment rates in AP courses
- Advancement Placement school-based support structures
- AP scholarship and overall passing rates
- Equity team action plans and implementation
- Examination of school support visit feedback
- Examination of Advance observation teacher team data.

**Part 5c.** In **February**, 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-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 1a – Needs Assessment**

| <b>Alignment to DTSDE Statements of Practice</b>   |  |                         |
|--|--|-------------------------|
| <b>Statements of Practice</b>  |  | <b>SOP(s) Addressed</b> |
| Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in the appropriate box indicating SOP(s) addressed in this action plan.   |  |                         |
| 6.1  | The district has a comprehensive family and community engagement strategic plan that states the expectations around creating and sustaining a welcoming environment for families, reciprocal communication, and establishing partnerships with community organizations and families. | X                       |
| <ul style="list-style-type: none"> <li>• Reflect on the needs of your district as it relates to this element of the Framework for Great Schools – Strong Family-Community Ties. This districtwide needs assessment should be informed by the aggregated results of school reviews and other data trends such as an analysis of student trends for academic performance, student attendance, suspension, school survey results, parent attendance and others. Cite data sources and trends.</li> <li>• Analyze 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.</li> <li>• Summarize your district’s strengths and needs relative to Strong Family-Community Ties in a narrative or bullet format.</li> <li>• Include relevant findings informed by the District Comprehensive Improvement Plan and citywide initiatives.</li> </ul> |  |                         |
| <b><u>2018 NYC School Survey:</u></b>  |  |                         |
| Over 90% of parents/families and teachers feel that D15 schools form effective partnerships with families and outside organizations to improve the schools.  |  |                         |
| <b><u>Districtwide Strengths:</u></b>  |  |                         |
| <ul style="list-style-type: none"> <li>• School communications are translated into the appropriate native language to engage all families in understanding the academic progress of students.</li> <li>• Families are invited to on-going curriculum workshops on topics such as the Common Core curriculum, understanding student academic progress, and strategies to support student achievement throughout the school year.</li> <li>• The use of on-line grading and information systems provide families with up to date information on the progress of students.</li> <li>• Phone messenger and email systems communicate important school information with families, including student attendance data and upcoming school events.</li> </ul>  |  |                         |
| <b><u>Districtwide Needs:</u></b>  |  |                         |
| <ul style="list-style-type: none"> <li>• To maximize the use of community resources to enrich the civic life of each school within the district to ensure that every family feel welcome and supported within our schools.</li> <li>• To provide all schools district-wide with a range of strategies that ensure that all constituencies are supported not only scholastically, but are treated respectfully and nurtured socially and emotionally so that they may achieve academic and personal success.</li> <li>• 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.</li> <li>• Increase the number of parents attending workshops/school events.</li> <li>• Increase community ties as well as the use of community organizations and community resources.</li> </ul>                              |  |                         |

- Use parent attendance on Tuesday afternoons to inform them of upcoming events and volunteer opportunities as well as learning about their child’s progress and learning outside of the parent teacher conferences.

Data sources include NYSED assessment data and NYSED District Report Card data, NYC School Survey, School Quality Report, teacher surveys.

**Part 1b – Priority Need(s)**

Reflect on the districtwide needs to inform the development of a districtwide priority(s) that will address Strong Family-Community Ties. Include relevant findings from the District Comprehensive Improvement Plan and findings that will address citywide initiatives.

- To provide all schools district-wide with a range of strategies that ensure that all constituencies are supported not only scholastically, but are treated respectfully and nurtured socially and emotionally so that they may achieve academic and personal success.
- Support a welcoming environment for families and maximize the use of community resources to enrich the civic life of each school.
- Ensure that every family feel welcome and supported within our schools.

**Part 2 – Annual Goal**

Indicate your district’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family-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 2019, District 15 will support an expanded and deepened district-wide discussion, parent outreach and instructional practices to increase and guarantee district diversity efforts, honor and address all perspectives in an honest and empathetic manner and ensure all voices are heard.

**Part 3a – Action Plan**

|   |   |  |   |
|---|---|--|---|
| <p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to engage families and other partnerships to address the needs of students with disabilities, high-need student subgroups (e.g., overage/under-credited, STH) and English language learners.</li> <li>• Actions the district will take to address the citywide needs resulting from the NYSED IIT DTSDE Citywide Review and the needs of the district schools identified as Renewal, Priority, Focus and Local Assistance Plan (LAP) schools in</li> </ul> | <p><b>Target Group(s) Who will be targeted?</b></p> | <p><b>Timeline What is the start and end date?</b></p> | <p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p> |
|---|---|--|---|

|   |                   |                         |  |
|---|-------------------|-------------------------|--|
| <p><b>addressing the Framework element – Strong Family-Community Ties.</b></p> <ul style="list-style-type: none"> <li>● <b>Include relevant activities/strategies informed by the District Comprehensive Improvement Plan and citywide initiatives.</b></li> </ul>  |                   |                         |  |
| <ul style="list-style-type: none"> <li>● Schools will be supported in fostering the social emotional and physical development of all children as well as in understanding their cognitive development to promote intellectual growth and school success.</li> <li>● District office will continue to collaborate with the Department of Health and Mental hygiene to assist schools in incorporating health, nutrition social services and parent and community involvement into their early childhood programs.</li> </ul>   | All Students K-12 | Sept. 2018 to June 2019 | Superintendent, PLF and District Family Coordinators |
| <p>Additional programs currently in use in the elementary and middle schools include:</p> <ul style="list-style-type: none"> <li>● Respect for All</li> <li>● Positive Behavior Interventions and Supports</li> <li>● Conflict Resolution and Peer Mediation through the Morningside Center for Life</li> <li>● District-wide there are a number of clinics through Lutheran Medical Center that provide medical and psychological care and support to students at their schools.</li> <li>● Boys Scouts - established a Boy Scout troop to provide additional support.</li> <li>● The Mayor’s Chronic Absenteeism Program and The Leader in Me Program</li> <li>● ASD Nest programs grades K-11, building to 12</li> <li>● AVID Programs</li> <li>● Advisory at many of our middle schools</li> <li>● Middle school fair</li> <li>● The creation of Middle school educational panels for parents.</li> <li>● Workshops and information sessions on Saturdays.</li> <li>● Advertise events/workshops to increase parent engagement/involvement via weekly bulletins and district distribution lists.</li> </ul> | All Students K-12 | Sept. 2018 to June 2019 | Superintendent, PLF and District Family Coordinators |
| <p>Arts and Enrichments:</p> <ul style="list-style-type: none"> <li>● Lego Robotics</li> <li>● National Science Foundation</li> </ul>   | All Students K-12 | Sept. 2018 to June 2019 | Superintendent, PLF and District Family Coordinators |

|   |   |                         |   |
|---|---|-------------------------|---|
| <ul style="list-style-type: none"> <li>• Samsung and Apple Grants</li> <li>• Theater Internships with BAM and Atlantic Theater</li> <li>• Partnership with the Metropolitan Opera</li> <li>• Naturalist partnership with the Parks Department</li> <li>• Gowanus Canal Conservancy Partnership</li> <li>• Brooklyn Historical Society</li> <li>• University Partnerships with Columbia University, Teachers College, New York Polytechnic Institute</li> <li>• Bank Street</li> </ul>   |   |                         |   |
| <ul style="list-style-type: none"> <li>• Include Parents as partners in our community on a daily basis.</li> <li>• All Parent Coordinators to outreach to Parents.</li> <li>• Parent Coordinators to hold Adult Education classes for Parents.</li> </ul>   | All Students and Families                   | Sept. 2018 to June 2019 | Superintendent, PLF and District Family Coordinators                        |
| <ul style="list-style-type: none"> <li>• The Superintendent, Family Leadership Coordinator (FLC) Family Support Coordinator (FSC) and District Leadership Teams (DLTs) conduct a needs assessment for schools through on-site visits, surveys of schools, Quality Reviews, IIT NYSED-led school review reports, S/CEPs, Parent Involvement Policies (PIP) and school surveys to identify parent needs in their respective districts.</li> <li>• Coordinate with the FSC 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.</li> <li>• Superintendents will collaborate with Family Support Coordinators and Family Leadership Coordinators to ensure that school leaders and parent coordinators assess the status of the implementation of parent activities outlined in the Schools Comprehensive Education Plan (S/CEP) or Renewal School Comprehensive Education Plan (RSCEP) and Parental Involvement Policy.</li> </ul> <p><u>High Schools</u></p> <ul style="list-style-type: none"> <li>• SLT meetings</li> <li>• Parent engagement activities</li> <li>• Translated documents</li> <li>• Translations services at all school events</li> </ul> <p><u>FSC Supports</u></p> <ul style="list-style-type: none"> <li>• Co-identify and develop partnerships with</li> </ul> | All Students K-12. All Parents and Families | Sept. 2018 to June 2019 | Superintendent, PLF, Field Support Liaison and District Family Coordinators |

community-based organizations that are experienced and capable of assisting school and district efforts by providing parent education training, resources, and materials.

- Provide research-based professional development to school leadership teams to understand the college admissions process
- Provide research-based information to families to support in understanding instructional supports for SWDs and ELL.

Central Supports

- The Chancellor communicates with parents through emails, publications and parent conferences to address the needs and concerns of school communities across New York City.
- Communications around the expectations for Stronger Family and Community Ties, through the Strong Schools, Strong Communities plan and The Framework for Great Schools via Field Support for Schools, Principals' Weekly, the Parent Coordinator Community website and the Parent Coordinator Resource Guide & Toolkit. Communications to all members of the school community via the Division of Family and Community Engagement Website (FACE) webpages (the Family Resources, Common Core Standards for Families, the Parents Academy).
- Increasing partnerships with parents via parent conferences and workshops addressing the needs and concerns of school communities across New York City (i.e. College and Career Readiness/Understanding the Common Core, Behavioral Challenges and Reading and Understanding Student Data).
- DOE develops parent resources, including resources for parents of SWDs and ELLs, such as A Family Guide for Understanding the CEP, the Family Guide to Special Education Services for School Age Children, the Shared Path to Success website, Rights and Responsibilities of ELL Families, etc.
- FACE, OSFEP and superintendents conduct parent needs assessments and monitor school progress through an analysis of school surveys, on-site visits, QR reports, IIT reports, S/CEPs, Parent Involvement Policies (PIP) and to provide feedback to adjust SCEPs, PD plans and resources

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| provided to the schools. |  |  |  |
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### **Part 3b – Family Engagement**

List the Community Based Organizations or other partnerships that support family and community engagement.

- Theater Internships with BAM and Atlantic Theater
- Partnership with the Metropolitan Opera
- Naturalist partnership with the Parks Department
- Gowanus Canal Conservancy Partnership
- Brooklyn Historical Society
- University Partnerships with Columbia University, Teachers College, New York Polytechnic Institute
- Bank Street

### **Part 4 – Resources**

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

- Learning Partners and Host Schools
- Buddy Up Schools within the District to support and share best practices and PD
- Showcase schools
- Apple Computer schools for distinction
- AVID
- I.B.
- Consortium Schools
- Lego Robotics
- National Science Foundation
- Theater Internships with BAM and Atlantic Theater at Park Slope Collegiate
- Partnership with the Metropolitan Opera
- Naturalist partnership with the Parks Department at Prospect Park
- Gowanus Canal Conservancy Partnership
- Brooklyn Historical Society

### **Part 5 – Progress Monitoring**

**Part 5a.** Districts are expected to annually measure and track the academic progress of students. Engage in progress monitoring of activities, strategies and overall planning. Identify a mid-point benchmark that will indicate district progress towards meeting the specified goal.

By February 2019, all schools will develop and implement parent involvement policies as measured by Parent Coordinator monthly reports.

District will provide training to parent coordinators and host six to eight parent information sessions as measured by parent sign-in sheets and training for parents.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Parent Coordinator monthly reports, Workshop Sign in Sheets, Parent Surveys, School Surveys, feedback from workshops, meeting and trainings.

**Part 5c.** In February, 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 5F – High School Graduation Rate:** This section addresses action steps to support high school graduation rate informed by the elements of the Framework for Great Schools (Aligned to DTSDE).

**Part 1a – Needs Assessment**

| <b>Alignment to DTSDE Statements of Practice</b>   |  |                         |
|--|--|-------------------------|
| <b>Statements of Practice</b>  |  | <b>SOP(s) Addressed</b> |
| Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in the appropriate box indicating SOP(s) addressed in this action plan that will result in supporting high schools in increasing graduation rates.  |  |                         |
| 1.1  | The district has a comprehensive approach for recruiting, evaluating and sustaining high-quality personnel that affords schools the ability to ensure success by addressing the needs of their community.  | x                       |
| 1.2  | The district leadership has a comprehensive and explicit theory of action about school culture that communicates high expectations for addressing the needs of all constituents.   | x                       |
| 1.3  | The district is organized and allocates resources (financial, staff support, materials, etc.) in ways that align appropriate levels of support for schools based on the needs of the school community.   | x                       |
| 1.4  | The district has a comprehensive plan to create, deliver and monitor professional development in all pertinent areas that is adaptive and tailored to the needs of individual schools.   | x                       |
| 1.5  | The district promotes a data-driven culture by providing strategies connected to best practices that all staff members and school communities are expected to be held accountable for implementing.  | x                       |
| 2.1  | The district works collaboratively with the school to provide opportunities and supports for the school leader to create, develop and nurture a school environment that is responsive to the needs of the entire school community.               | x                       |
| 3.1  | The district works collaboratively with the school (s) to ensure CCLS curriculum that provides 21st Century and College and Career Readiness skills in all content areas and provides fiscal and human resources for implementation.             | x                       |
| 4.1  | The district works collaboratively with the school to provide opportunities and supports for teachers to develop strategies and practices and addresses effective planning and accounts for student data, needs, goals and levels of engagement. | x                       |
| 5.1  | The district creates policy and works collaboratively with the school to provide opportunities and resources that positively support students’ social and emotional developmental health.  | x                       |
| 6.1  | The district has a strategic plan that states the expectations around creating and sustaining a welcoming environment for families, reciprocal communication, and establishing partnerships with community organizations and families.           | x                       |
| Summarize your high schools’ strengths that resulted in improved high school graduation rate in a narrative or bullet format for high schools that reside in this district.  |  |                         |
| <p>Strengths</p> <p>The implementation of our Operation Graduation. We conducted cohort review with each school, getting granular by examining:</p> <ul style="list-style-type: none"> <li>● all student transcripts to check progress to graduation.</li> <li>● Bi-annual graduation cohort meetings with Academic Policy leads, Principals, Guidance teams, District 79 principals,</li> <li>● CDOS coordinator, and Office of Post Secondary readiness</li> <li>● HSED</li> <li>●</li> <li>● We further support:</li> </ul> |  |                         |

- credit recovery programs as supported by academic instruction
- teachers with the instructional framework
- implementation of innovative programs
- Appropriate and strategic teacher and student programming
- Equity and Rigor project
- SEL training

**Part 1b – Priority Need(s)**

- Summarize in bulleted form, your district’s priority needs that will address high school graduation rate informed by the aggregated results of school reviews, school performance other data trends, such as an analysis of student trends for academic performance, student attendance, suspension, and school survey results, and citywide initiatives. Cite data sources and trends.
- Include any other major findings and/or other relevant indicators of district performance including student groups for which the district has been identified.

Priority Needs:

School performance (2017-18) Performance Dashboard data, School Quality Guide data, and OORS data reveal that more support is needed in the areas of:

- \* social emotional learning,
- \* career pathways,
- \* achievement of Advanced Regents diplomas,
- \* targeted supports for ELLs and SWDs and
- \* technology enhanced, student-centered instruction.
- \* Increase graduation rate.

District Priorities:

1. Ensure excellence in academic learning through technology-enhanced, student-centered/driven strategies with culturally responsive/sustaining instructional practices, Specially Designed Instruction for SWDs, and Quality Teaching of English Learners for ELLs
2. Equity & Rigor Project to change hearts and minds while ensuring that all students have four years of rigorous Mathematics and Science courses including Calculus, Chemistry and Physics
3. Ensure that Yale’s RULER Approach to Social-Emotional Learning is embedded in all schools to enhance empathy
4. Develop expertise through leadership development, capacity –building, and professional learning
5. Empower our students and their parents through leadership development opportunities and effective communication of information they need regarding NYCDOE policies and opportunities for student success

**Part 2 – Annual Goal**

Indicate your district’s 2018-19 goal for improving student outcomes and school performance to increase graduation rates. 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 of 2019, we will increase the graduation rate at each school to 80% or better.

**Part 3a – Action Plan**

| <p><b>Activities/Strategies: Detail below the actions, strategies, and activities your district will implement to achieve the identified goal, including:</b></p> <ul style="list-style-type: none"> <li>• Professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, high-need student subgroups (e.g., overage/under-credited, STH) and English language learners.</li> <li>• Actions the district will take to address the citywide needs resulting from the NYSED IIT DTSDE Citywide Review and the needs of the district schools identified as Renewal, Priority, Focus and Local Assistance Plan (LAP) schools in increasing graduation rates.</li> <li>• Include relevant activities/strategies informed by the District Comprehensive Improvement Plan and citywide initiatives.</li> </ul> | <p><b>Framework Element Addressed</b></p> | <p><b>Target Group(s)<br/>Who will be targeted?</b></p>                              | <p><b>Timeline<br/>What is the start and end date?</b></p>                       | <p><b>Key Personnel<br/>Who is responsible for implementing and overseeing the activity/strategy?</b></p> |
|---|---|--|--|---|
| <p>In support of ensuring a 100% graduation rate for every school, where every student graduates college and career ready, Operation Graduation was created.</p> <p>Operation Graduation entails that schools are ensuring the 4-year graduation of all students, including SWDs and ELLS, through Effective Leadership Principals help from Guidance Counselors, UFT Chapter Teachers, FSC, APPAs and Leads Bi-annual meeting District Team, and Principals, FSC effective programming with rigorous coursework, instruction, and early targeted interventions. This work began with workshops for the entire school communities around the Pedagogy of Love, to change the mindset of all constituents about providing the highest level of support for all learners so that every child can succeed.</p> <p>Principals are provided with training on Academic</p>                                | <p>Rigorous Instruction</p>               | <p>School Leaders, teachers</p> <p>School Leaders, teachers, Guidance Counselors</p> | <p>August 2018-June 2019</p> <p>Oct 2018-June 2019</p> <p>Oct 2018-June 2019</p> | <p>Superintendent and her Team</p> <p>Field Support Center</p>  |

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| <p>Policy around multiple pathways for graduation, with an emphasis on CDOS. Team members conducted close examination of data with principals and guidance staff, to include data for all cohorts, transcripts, and individual plans for all students to ensure proper programming and interventions were in place.</p> <p>In an effort to support all students, different departments of the DOE were asked to join and provide resources to support these efforts. Throughout the year, to maintain this level of examination, the District 79 Principals</p> <p>district along with the FSC will conducted school visits as progress monitoring checks, which included 1-1 meetings with administration and students, where we looked at individual transcripts. In recognition of students' individual needs, students who did not follow the traditional path were offer opportunities for other pathways within the system, such as transfer schools, and YABC, and D79 Center for Opportunities. Academic Policy Leads were involved in all parts of the process to ensure integrity at all levels. While conducting data reviews, many 39's were surfaced over the course of the four years in our 47 high schools. A reengagement launch was issued.</p> <p>The district will facilitate a workshop, in collaboration with D79, where all data on these students was examined individually by a committee to ensure every effort was made to reengage them towards pursuit of an appropriate graduation path.</p> <p>We are providing social emotional training of our leaders and their chosen equity teams internship with the</p> <p>Yale Center for Emotional Intelligence,</p> <p>on the RULER framework and then</p> <p>holding a focused workshop that involved the participation of administration, guidance staff and the UFT Chapter Chair for each</p> | <p>Supportive Environment</p> |  |  |  |
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| <p>school to reinforce high expectations and necessary systems and structures were in place to ensure 4 year graduation for every child.</p> <p>Ensure that all work in the superintendency is approached through an Equity and Social Justice Lens</p> <p>We are providing Equity and Diversity Training:</p> <ol style="list-style-type: none"> <li>1. Hold An E-Day, Equity Day of Inspiration ad Celebration for all students in the Superintendency</li> <li>2. Hold Day of Inspiration with Equity and Rigor</li> <li>3. Roll out the RULER Approach to Social Emotional Learning for All to the student level as well as to parents.</li> <li>4. All principals, Equity Teams, CARE teams and SOAR leaders will receive two days of Beyond Diversity and a series of Training opportunities throughout the school year with Pacific Education Group and Glenn Singleton, starting with principals on August 16 &amp; 17. 5.</li> </ol> <p>District 13 high schools in the superintendency will participate in the NYU-TACD</p> <p>District 13 pilot to decrease suspensions and</p> |  |  |  |  |
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| <p>increase the number of students in gifted/talented including AP Courses</p>  |   |                                 |  |  |
| <p>6. District 19 high schools will participate in the I3 Grant and some schools in receive training in restorative practices</p> <p>District 16 high schools will participate in the Restorative Practices District Pilot.</p> <p>Ensure that all students receive four years of math and science in high school</p> <p>2. The District has partnered with McGraw Hill to provide ALEXS as a component of the Equity &amp; Rigor Project for all students to use as supplemental supports while enrolled in Chemistry, Physics or a math course,</p> <p>Monthly principal meeting Algebra for All trainings<br/>School Level trainings Chancellor's Day District Team and Principals FSC starting in 10th grade.</p> | <p>Supportive Environment</p> <p>Rigorous Instruction</p> | <p>School Leaders, teachers</p> | <p>August 2018-June 2019</p> <p>Oct 2018-June 2019</p> | <p>Superintendent and her Team</p> <p>Field Support Center</p> |

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| <p>3. The district has partnered with Discovery Education to bring hands-on programming to the Living Environment and Earth Science courses to ensure that students have great experiences in these courses and will want to continue in science courses for the remainder of their high school years.</p> <p>Brooklyn North is piloting the Algebra for All in all schools for the 2018-2019 school year.</p> <p>All Algebra I math teachers along with Special Education and English as a New Language teachers who co-teach in math classes were trained during the summer of 2018 in preparation for delivering great Algebra I instruction across schools.</p> <p>BK North Equity and Rigor Math and Science Institute</p> <p>Ensure the development of expertise at all levels of the superintendency: interventions that teachers use or could use to mitigate those issues and behaviors to ensure students' academic success.</p> <p>To address the needs of students with low levels of literacy, Specially Designed Instruction (SDI) bootcamps will be given to the content leads at the monthly meetingsw to address the needs of students with disabilities (SWDs) and a workshop on the Quality Teaching of English Learners (QTEL) or Shared Instruction Observation Protocol (SIOP) to help teachers address the needs of English Language Learners (ELLs) will be given to all content leads at the</p> <p>Implement a series of workshops at the school level in addition to monthly meetings for principals and school-based staff members. This series begins with a visioning and planning workshop, followed by an expectations workshop, to get everyone on board within the school community with respect to the expectations for the school year and their role in ensuring a successful school year for the students, 5-30-10 workshops are given to schools new to the superintendency that develops teachers' expertise in technology enhanced,</p> | <p>Effective School Leadership</p> <p>Collaborative Teachers</p> <p>Rigorous Instruction</p> |  |  |  |
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| <p>culturally responsive-sustaining, student-centered/driven learning.</p> <p>Online course in the RULER approach to Social Emotional Learning, participate in the Pedagogy of Love Workshop that surfaces all of the issues and student behaviors that lead to academic failure.</p> <p>All identified teacher leads will attend a series of workshops in Spring 2019 on Culturally Responsive Pedagogy by Dr. Gholdy Muhammad Lead Teacher</p> <p>Mentor Teacher Intern- ship Program</p> <p>New Teacher District Onboarding and Support.</p> | <p>Effective School Leadership</p> <p>Supportive Environment</p> |  |  |  |
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**Part 3b – Partner Organizations**

If any, list the Community Based Organizations or other partnerships that will you will leverage to support your high schools in increasing their graduation rates, enter N/A if not applicable.

- I will Graduate, College Bound Initiative
- College Confident
- ONEGoal
- Yale University is providing Emotional Intelligence training to all principals and their teams
- University of Berkeley
- Y-PLAN (Youth Plan Learn Act Now)
- Office of Equity and Access
- College Access for ALL
- Algebra for ALL

**Part 3c – Family Engagement**

How will your district engage families and enhance parent leadership in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

- Monthly district newsletter to all schools (ongoing)
- FSC BSAC meeting with students across Brooklyn North Legislative breakfast with elected officials across all districts
- SSAC meetings Directory of community resources for families in Brooklyn North
- Develop a school walkthrough guide for School Leadership Teams Student leadership conference

**Part 4 – Resources**

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

Yale University for Ruler Training  
 Glenn Singleton for Equity Training  
 Office of Equity and Access

Algebra for ALL

AP for ALL

College Access for ALL

Single Shepard

McGraw Hill (ALEKS et al)

Discovery Education

HMH

Lexia

Y-PLAN

### **Part 5 – Progress Monitoring**

**Part 5a.** Districts are expected to annually measure and track the academic progress of students. Engage in progress monitoring of activities, strategies and overall planning. Identify a mid-point benchmark that will indicate district progress towards meeting the specified goal.

PPO/MMPR visits will be conducted twice a year, where principals will be evaluated on their:

- implementation of all school measures aligned to the MMPR rubric
- Instructional Walkthroughs with all members of the Superintendent’s Team using the lens of
- the Framework for Great Schools. Monthly FSC/District meetings

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Principal Performance Observation tool is used to measure and assess progress.

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

## **Section 6: District Guidance for Academic Intervention Services (AIS)**

Academic Intervention Services (AIS) are programs, instructional models and services that are provided before, during and/or after school in addition to the core curriculum. District schools have a tool box of programs, services and instructional models that are evidence-based that will serve students eligible for AIS in various content areas. District schools will identify those students who need AIS through a two-step process. Based on NYSED guidelines, all students performing below the median scale score between a level 2/partially proficient and a level 3/proficient on a grade 3-8 English language arts (ELA) or Mathematics state assessment shall be considered for AIS. The district will use a district developed procedure that will be applied uniformly at each grade level, for determining which students will receive AIS.

### **Student Eligibility**

The district will apply local measures to determine which students will receive AIS. These multiple measures may include, but not limited to, the following:

- developmental reading assessments for grades K-6;
- New York State English as a Second Language Achievement Test (NYSESLAT), years of instruction in a bilingual or English as a new language program, English and home language literacy needs (for English Language Learners);
- benchmark and lesson-embedded assessments for reading and math in grades K-6 based on teacher designed and selected assessments;
- common formative assessments that provide information about students' skills;
- unit and lesson assessments for ELA, mathematics, science, social studies and Languages Other than English (LOTE) for grades 7-8; and/or
- results of psychoeducational evaluations based on a variety of assessments and inventories;
- students' social emotional needs and teacher recommendations.

### **Overview of Academic Intervention Services**

Students eligible for AIS will be provided with targeted intervention according to academic, social and emotional needs which will be implemented by teachers, paraprofessionals, and other support personnel in the school. Progress will be monitored frequently throughout the year and as a result their AIS programs will be continued, modified or terminated according to their academic, social or emotional growth.

Academic interventions for District schools will be informed by the Response to Intervention (RtI) instructional approach to ensure that all students receive high-quality, rigorous instruction matched to their needs. The RtI process is a three-tiered model used to identify areas where students are struggling early and provides them with interventions that address those areas, and checks their progress to ensure students get back on track. Tier I are programs and services provided within the classroom, during core curriculum instruction and delivered by the classroom teacher, Speech Teacher, SETSS (Special Education Teacher Support Services) teacher, Guidance Counselor, paraprofessional or other support staff and service providers. Alternatively, Tier I services may be provided by a push-in model of differentiated instruction in small groups and/or on a one-to-one basis. In either case, these programs and services can be technology-assisted within centers, as part of the workshop model of instruction during small group instruction. These services are continuously evaluated to determine the degree of anticipated success.

Level 1 and/or level 2 students requiring a greater degree of support and intervention progress to Tier II interventions. Tier II interventions are services and programs that follow the pull-out model. These are provided in a separate location in small groups and/or individually according to student needs.

Focused instructional strategies that address a student's specific needs in ELA, math, social studies or science that supplement the instruction provided in the child's regular class and/or student support services including guidance, counseling, attendance, etc. will be given to AIS eligible students. Each school will keep complete and detailed records of

AIS services including assessments, Intervention Plans, copies of parent notification letters, logs of service and logs of student progress. These records will be maintained by an administrator designated by the principal.

**ELL Access to All Support Services**

For each English language learner who scores below specified levels of performance on the annual English language proficiency assessment, the school must determine the additional support services to provide the student, which must be aligned to any intervention plans (e.g., Academic Intervention Services) the school is already providing to all students. RTI resources for ELL educators can be found on the DML’s website ([English Language Learner Policy and Reference Guide](#), pp. 66-67).

**Parent Notification**

At the beginning of the school year, schools will identify those students who are eligible for AIS. Notification to the student's parent/guardian (in English or the primary language of the student's family, if necessary) will be sent. This letter will communicate, in detail, the identification process and evaluation results, the specific targeted/strategic services to be provided and the pivotal role of the parent including, parent/teacher/school communication of progress using on-going assessments (interim and formal state) teacher generated report cards, checklists, face to face meetings; strategies for additional support; review of implementation and discussion of the program in an on-going dialogue. The reasons for AIS will be detailed in the letter, while clarification and support including activities the parent can pursue at home will be made available through parent conferences and upon request. The consequences of student’s performance, if improvement is not achieved, will be set forth in the letter, while it is intended that on-going communication, performance review and targeted assistance will yield the desired result of student success. When student performance meets the criteria currently used to determine academic success, the exit process for AIS services will begin. A letter of program completion will be generated including documentation of performance levels. If requested, an exit interview will be scheduled to review the results and suggest strategies to maintain academic progress.

**Summary of Districtwide Academic Intervention Services**

| Type of Academic Intervention Service (AIS) | Type of Program or Strategy   | Method for delivery of service   | When the service is provided  |
|---|---|--|---|
| <b>English Language Arts (ELA)</b>          | Level 1 and low level 2 on assessments. <ul style="list-style-type: none"> <li>● Teacher Recommendation</li> <li>● Parent request for help</li> <li>● PPTrequest</li> <li>● Data Inquiry Team Referral</li> </ul> | <ul style="list-style-type: none"> <li>●Small group</li> <li>●Whole group</li> </ul> | StrategicAISgrouping in the classroom<br><br>Push-In/Pull-Out during the school day, After School, Saturday Academy |
| <b>Mathematics</b>                          | Level 1 and low level 2 on assessments. <ul style="list-style-type: none"> <li>● Teacher Recommendation</li> <li>● Parent request for help</li> <li>● PPTrequest</li> <li>● Data Inquiry Team Referral</li> </ul> | <ul style="list-style-type: none"> <li>●Small group</li> <li>●Whole group</li> </ul> | StrategicAISgrouping in the classroom<br><br>Push-In/Pull-Out during the school day, After School, Saturday Academy |

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| <b>Science</b>  | Level 1 and low level 2 on assessments. <ul style="list-style-type: none"> <li>• Teacher Recommendation</li> <li>• Parent request for help</li> <li>• PPTrequest</li> <li>• Data Inquiry Team Referral</li> </ul>                           | <ul style="list-style-type: none"> <li>●Small group</li> <li>●Whole group</li> </ul>  | StrategicAISgrouping in the classroom<br><br>Push-In/Pull-Out during the school day, After School, Saturday Academy |
| <b>Social Studies</b>   | Level 1 and low level 2 on assessments. <ul style="list-style-type: none"> <li>• Teacher Recommendation</li> <li>• Parent request for help</li> <li>• PPTrequest</li> <li>• Data Inquiry Team Referral</li> </ul>                           | <ul style="list-style-type: none"> <li>●Small group</li> <li>●Whole group</li> </ul>  | StrategicAISgrouping in the classroom<br><br>Push-In/Pull-Out during the school day, After School, Saturday Academy |
| <b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b> | <ul style="list-style-type: none"> <li>• Parent Request</li> <li>• Teacher request</li> <li>• Counseling - Guidance Counselor</li> <li>• “At Risk” Counseling- School Psychologist</li> <li>• Social Skills – Guidance Counselor</li> </ul> | <ul style="list-style-type: none"> <li>• Small Group</li> <li>• Individual</li> </ul> | Pull out<br><br>During the school day   |

**Section 7: District Parent and Family Engagement Policy**

*(Required for All Title I Districts)*

**Directions:** All Title I districts are required to develop a **District Parent and Family Engagement Policy** that meets the parental involvement requirements of Title I. The District Parent and Family Engagement Policy should describe how your district will plan and implement effective parent and family engagement 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 and Family Engagement Policy.*
- *The signatures of constituency representatives on the District Leadership Team Signature Page indicate that consultation has occurred in the review, development, implementation and adoption of the District Parent and Family Engagement Policy.*
- *The Superintendent's signature in Section 2: District Leadership Team (DLT) Signature Page certifies the DLT's adoption of the District Parent and Family Engagement Policy.*
- *The District Parent and Family Engagement Policy is in effect and adopted for a period of two academic years from the date of adoption and is reviewed once every academic year.*

## DISTRICT 15 DISTRICT WIDE TITLE I PARENT AND FAMILY ENGAGEMENT POLICY

### PART I: GENERAL EXPECTATIONS

Community School District 15 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 1116 of the Every Student Succeeds Act (ESSA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents and families of participating children.
- Consistent with section 1116, the school district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1116(b)(1) of ESSA, and each include, as a component, a school-parent compact consistent with section 1116(d) of ESSA.
- The school district will incorporate this district wide parent and family engagement policy into its District Comprehensive Educational Plan developed under section 1112 of ESSA.
- 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 ESSA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- If the District Comprehensive Educational Plan, developed under section 1112 of the ESSA, 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 New York State Department of Education.
- The school district will provide additional guidance to ensure that schools involve the parents of children served in Title I, Part A programs in decisions about how the one percent (minimum set-aside) of Title I, Part A funds reserved for parental involvement is spent in support of the activities articulated in the school's Parent and Family Engagement Policy.
- 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, guardians, persons in parental relationship and foster parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring-

1. that parents play an integral role in assisting their child’s learning;
2. that parents are encouraged to be actively involved in their child’s education at school;
3. 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; and
4. the carrying out of other activities, such as those described in section 1116 of ESSA

PART II: DESCRIPTION OF HOW THE DISTRICT WILL IMPLEMENT REQUIRED DISTRICT-WIDE PARENT AND FAMILY ENGAGEMENT POLICY COMPONENTS

Community School District 15 will with the assistance of its schools take the following actions to involve parents in the joint development of its district wide parental involvement plan under section 1112 of ESSA in support of schools receiving Title I funds:

1. Assign a dedicated district staff member to act as a liaison to Title I schools and coordinate technical assistance, guidance, and support, as needed, under the direction of the Community Superintendent and in collaboration with the Office of State/Federal Education Policy and School Improvement Programs to ensure that schools are aware of these requirements;
2. Ensure that a District Leadership Team is formed in compliance with the requirements of Commissioner’s Regulation 100.11 and current Chancellor’s Regulation A-655 and includes the appropriate representation from parent leadership or their designees; and
3. Facilitate the establishment of a District Title I Parent Advisory Council to ensure Title I parent representation from all Title I schools including high schools and active participation on the District Leadership Team in the development of the District Comprehensive Educational Plan (DCEP), District 100.11 Plan, including the District Parent Involvement Policy.
4. Facilitate the annual review and evaluation of the District Parent and Family Engagement Policy to determine the effectiveness of the policy and make revisions when necessary to improve the policy and the quality of parental engagement

Community School District 15 will take the following actions to involve parents in the process of school review and improvement under section 1114 (b) of ESSA:

- Provide timely access to information regarding ESSA requirements, made by schools, low performing schools, teacher qualifications, and other critical information related to Title I programs and school improvement initiatives to local leadership structures that represent parents and families such as: District Leadership Teams, Community and Citywide Education Councils, Borough and District Presidents’ Councils, and Title I District Parent Advisory Councils (if applicable) at regularly scheduled public meetings, and through the school or district website (if applicable).
- Inform parents of the process describing how and why schools are identified for school improvement

interventions; and

- Provide parents of children attending such schools with the following information in a timely manner:

1. An explanation of what the identification means, and how the school compares in terms of academic



achievement to the other elementary, intermediate or secondary schools served by the District and the State educational agency involved;

2. The reasons for the identification;
  3. An explanation of how the parents and family members can become involved in addressing the academic issues that caused the school to be identified for school improvement;
- Publish and disseminate to parents and to the public, information regarding any actions taken by the District to address the problems that led to the identification of school for improvement, including:
    1. An explanation of what the District is doing to address the problem of low achievement;
    2. An explanation of the school is doing to address the problem of low achievement; and,
  - Provide parents with information on the professional qualifications of teachers and paraprofessionals.

Community School District 15 will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective programs, activities and procedures for the involvement of parents and family members 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.
- Support the formation of schools Parent Advisory Councils.
- Ensure that the information related to school and parent programs, meetings, and other activities is sent to parents in a format and, to the extent practicable, in a language the parents can understand.
- Ensure that consultation/collaboration take place between school and parents.

Community School District 15 will coordinate and integrate parent and family engagement strategies under Title I Part A programs by:

**INCLUDE DISTRICT SPECIFIC ACTIVITIES AND THOSE BELOW THAT APPLY**

- Collaborating with schools and their Field Support Center, and external partners (e.g., Community-Based Organizations) to conduct extensive outreach to parents and families providing Pre-K information regarding enrollment, program standards, comprehensive services, school-age programs and other specific supports as requested by the parent or family;
- Encouraging and supporting parents as equal partners in full participation in the education of their children by collaborating on the tools and resources necessary for student achievement and success;
- Assisting parents in understanding the importance of the home-school connections;
- Working with classroom staff/teachers to engage and support parents in building their capacity to support their children's education including sharing of student information with parents (e.g., results of initial assessments and ongoing monitoring of student progress);
- Providing for the health and well-being of their children including, but not limited to the importance of structure, nutrition, health, hygiene/moral, and socio-emotional needs;
- Offer flexible meeting times for parents, such as meetings in the mornings, or evenings to accommodate parent schedules:

- Facilitating the translation of information and other resources in the dominant languages spoken by parents.

Community School District 15 will take the following actions to conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the academic 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 disabled, 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 about its parental involvement policy and activities to design evidence-based strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parent and family engagement policies.

- Community School District 15 shall provide, to the extent feasible, 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 in a format and, to the extent practicable, in a language the parents can understand.
- Annual presentation of the Parent and Family Engagement Policy in a format and, to the extent practicable, in a language the parents can understand to the District Leadership Team, President’s Council, District Parent Advisory Council and Community Education Council.
- Involve parents and family members, in an organized, ongoing, and timely way the opportunity to review and respond in writing to the Parent and Family Engagement Policy evaluating its content and effectiveness.
- Community School District will use the findings of the evaluation about its parent and family engagement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary, with the involvement of parents in its parental involvement policies.

A. Community School District 15 will build the schools’ and parents’ capacity for strong parent and family engagement, in order to ensure effective involvement of parents and family members and to support a partnership among the schools involved, parents, and the community to improve student academic achievement and school performance, through the following activities specifically described below:

Community School District 15 will, with the assistance of its Title I, Part A schools, provide assistance to parents and family members of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –

1. the State’s academic content standards,
  2. the State’s student academic achievement standards,
  3. the State and local academic assessments including alternate assessments,
  4. how to monitor their child’ progress, and how to work with educators:
- Provide assistance to parents and family members in understanding such topics as the State’s academic content standards and State student academic achievement standards, State and local assessments, the requirements of Title I, Part A and how to monitor a child’s progress and work with educators to improve the achievement of their children.
  - Provide materials and training to help parents and family members work with their children to improve their children’s academic achievement, such as literacy training and using technology, as appropriate, to foster

parent and family engagement.

- Provide monthly professional development for Parent Coordinators in order to turn-key academic, social, and emotional issues to parents in their schools.
- Provide training for parents and parent leaders of Parent Associations, Parent-Teacher Associations, School Leadership Teams, Title I Parent Advisory Councils, District and Borough Presidents' Councils, District Leadership Team, District Parent Advisory Council and Community Education Council.
- Provide such other reasonable support for parental and family engagement activities (e.g. college and career readiness) under section 1116 as parents may request.

B. Community School District 15 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:

INCLUDE DISTRICT SPECIFIC ACTIVITIES AND THOSE BELOW THAT APPLY

- Training Parent Coordinators in strategies and resources to provide assistance to parents in order to support academic and non-academic growth;
- Offering access to districtwide training for parents regarding the use of technology, and web based accountability tools; and
- Providing access to space, where feasible, to support parenting and adult education classes (e.g., ESL, Computer, and job readiness).

C. Community School District 15 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:

- Encouraging Principals to spearhead parent involvement initiatives in their schools.
- Training Parent Coordinators to collaborate with various personnel in their schools.
- Meeting monthly with Parent Coordinators to review ideas and share best practices on how to effectively work with parents.

D. Community School District 15 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:

- Working with teachers and parents to focus on the transition from Pre-school to Kindergarten.
- Providing opportunities for transitioning to school through parent workshops, conferences, school visitations, Open House, and volunteering in the classroom.

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 for effective parent communication by giving sufficient notice of district schedules for parent-teacher conferences, school and district reports, and citywide initiatives in a format and, to the extent practicable, in a language the parents can understand.
- Allocation of funds from the Department of Education to eligible schools for supplemental translation and interpretation services for Limited English Speaking parents.
- Access to the New York City Department of Education Division of Multilingual Learners website so parents have access to citywide and regional events as well as translated materials.

### PART III: DISCRETIONARY DISTRICT WIDE PARENT AND FAMILY ENGAGEMENT POLICY COMPONENTS

District 15 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 1116 of the Every Student Succeeds Act (ESSA). In doing so, the District will:

- Actively involve parents and family members in planning, reviewing and improving the District's Title I and parent and family engagement programs;
- Provide for effective parent-school communications by giving sufficient notice of schedules for parent-teacher conferences, frequent reports to parents, and citywide initiatives;
- Utilize native language when providing training, sending reports and information and communicating with non-English speaking parents;
- Support all aspect of parent involvement through the Parent Coordinator; and
- Conduct an annual evaluation of the District's Parent and Family Engagement Policy and where appropriate, a review of instructional programs

### PART IV: ADOPTION

This District Parent and Family Engagement Policy for Community School District -----15 has been developed jointly with, and agreed on with, parents and family members of children participating in Title I, Part A programs, as evidenced by district-level meeting notices, attendance sheets, minutes, feedback forms and/or surveys from meetings where the District Parent and Family Engagement Policy was shared and discussed. This evidence will remain on file in the district office and be subject to review and/or by city, State or federal officials or their representatives.

This policy was adopted by the District Leadership Team for Community School District 15 on October 29, 2018 and will be in effect for the period of 2 years. 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 District schools receiving funds under Title I, Part A on or before June 30, 2019. The final version of this policy will also be included as an attachment to the DCEP and be translated in the dominant language spoken by parents in District 15.

**Section 8: 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 Regulation 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 Regulation 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.

|   |  |
|---|--|
| <b>District 15 100.11 Plan 2017/18-20</b>         |  |
| <b>District: 15</b>                               |  |
| <b>Community School District Superintendent:</b>  |  |
| <b>Anita Skop</b>                                 |  |
| <b>High School Superintendent: Michael Prayor</b> |  |

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 (and 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 vision and mission for the school.
- 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 goals and measurable objectives
  - Targeted populations to be served.
  - Data-driven strategies and activities that align with the comprehensive needs assessment.
  - Timeline for each objective.
  - Resources (personnel and fiscal) that will be used to implement actions and assess the success of the programs being implemented.
- 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.

2. 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.

3. Indicate the means and standards by which all parties shall evaluate improvement in student achievement.

The means and standards by which all parties shall evaluate improvement in student achievement include a review of the following data sources:

- NYS Accountability Status Report
- NYS School Report Card (Accountability and Overview Report – AOR)
- Comprehensive Information Report (CIR)
- NYS/NYC standardized assessments (Grades K-12)
- Periodic Assessments
- NYC School Quality Review (findings and recommendations)
- NYC School Survey
- NYC Quality Snapshots
- Building/School Facilities Report
- Results from formal and informal assessments
- Inquiry Team Reports

The SLT can invite guest speakers including but not limited to representatives from their Field Support Center (FSC) Point.

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

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

- 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 of 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.

6. 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 ESSA 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.

**Part B: Biennial Evaluation of District 100.11 Plan**

**Directions:** Commissioner’s Regulation (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 (SLTs) 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 Regulation 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.

What are the implications of the Biennial Evaluation the DLT conducted in 2018-19?

In collaboration with the District Leadership Team (DLT), D15 has reviewed the Biennial Review SLT survey and report. The DLT has had an opportunity to reflect on the 100.11 plan. The DLT has come to the conclusion that D15 has consistent implementation and success across all six required components.

How do these implications influence the assessment of district needs and the work the DLT engages in to support SLTs?

The DLT will continue to engage SLT's and support SLT's in all aspects of Comprehensive Educational Planning, budget alignment and shared decision making, as well as each component area.

| 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?<br>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 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   | Is the SLT aware of State and Federal requirements with regard to parental involvement  |

| Component Areas                               | Questions For Consideration   |
|---|---|
| Federal Requirements for 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? |