

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: ORIGINS HIGH SCHOOL
DBN (i.e. 01M001): 22K611
Principal: JOHN BANKS
Principal Email: JBANKS3@SCHOOLS.NYC.GOV
Superintendent: MICHAEL PRAYOR
Network Leader: ALISON SHEEHAN

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
John Banks	*Principal or Designee	
Pete Diamantis	*UFT Chapter Leader or Designee	
Edna Bryant	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Anthony St. Jules	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Dara Kammerman	CBO Representative, if applicable	
Taylor Bryant	Member/ Student Representative	
Tanya Tuff	Member/ Parent	
Betty Andre	Member/ Parent	
Stella Glover	Member/ Parent	
David Elliott	Member/ School Business Manager	
Charles Jacobs	Member/ Parent	
Marisa Castillo	Member/ UFT Representative	
Daniel Farrell	Member/ UFT Representative	
	Member/	

**Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To establish a culture of trust and respect as measured by a 85% agreement by parents in grades 9 and 10 on the LES with 8.9 (“there is an adult whom my child trusts and can go to for help with a problem”) and 8.6 (“teachers and staff treat all students with respect”) and 85% agreement of students in grades 9 and 10 on the LES with 8.4 (“there is an adult whom I trust and can go to for help with a problem”) and 8.5 (“I feel welcome”).

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

As a new school growing into its second year, we are continuing to establish the school’s culture and tone as we double in size by adding a 10th grade. Last year we met our goal in this area with parents and were 2% and 3% respectively away from meeting our goal with students. A core mission of our school is to ensure our students and families have trust in the school and feel that it is a welcome atmosphere. A second core component of our mission is to help bolster the reputation of the campus in the eyes of the community, which this component also helps assess and address.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Advisory system based on Origins Developmental Designs curriculum to support adolescent development, student progress, and communication with families, including thematic units of study appropriate for adolescents, monthly parent outreach, and leadership and team building retreats/fieldtrips, such as Ramapo.
2. Partnership with Community-Based Organization (CBO) - Partnership with Children
3. Weekly student-focused team meetings that includes the development of collaborative intervention plans
4. Coordination of CBO, advisory, and other support services

B. Key personnel and other resources used to implement each strategy/activity

1. Advisors – teachers, staff members, and administrators
2. On-site CBO staff – two full time social workers and two social work interns working with teachers and administrators
3. Teachers and CBO staff
4. Dean – will help coordinate activities of CBO, advisory system, and outreach to students’ families

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. A fall and spring survey of advisors assessing each individual student’s development on a set of soft skills, including relationships with the school’s key stakeholders, provides evidence of effectiveness; students set academic and social-emotional goals for each trimester with advisors and monitor their progress towards those goals through advisory; a mid-year survey of teachers and students aligned with the goal of 85% agreement with the LES questions provides a benchmark of progress towards the goal and opportunity to readjust
2. Currently, students are serviced and progress monitored by PwC and a variety of data points are used to assess and realign services, including a weekly CARE team meeting that develops and monitors interventions, monthly and yearly attendance monitoring, academic progress monitoring, and long-term progress evaluated through the fall and spring advisory survey.
3. Data from our online anecdotal system and interventions provides both quantitative and qualitative evidence of the effectiveness of the structures used to establish relationships and mutual respect and proactively address conflict
4. We will administer a mid-year survey to students and parents in January to help inform our work during the second half of the year.

D. Timeline for implementation and completion including start and end dates

1. Advisory occurs twice per week for the full school year and advisors contact all families at least monthly
2. Partnership with Children offers a variety of full time school-based resources, from weekly individual and group counseling sessions, peer mediation training, and attendance interventions. They also conduct daily family outreach and assist in coordination of community resources
3. Team meetings occur each Thursday for the entire school year and use a specific agenda and protocol for “kid talk” and routine data analysis
4. Attendance at grade team meetings, CARE team meetings, and cabinet meetings

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Advisory occurs twice per week for the full school year

2. Partnership with Children facilitates five group counseling sessions that occur weekly during lunch for approximately 45 students and counseling sessions that are scheduled throughout the school day. They are funded through Title I funding
3. Team meetings occur once per week during a prep shared by all staff other than Physical Education teachers
4. CARE Team Meetings occur once per week

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1. Advisors contact families weekly concerning student progress and performance, both academically and social-emotionally
2. Partnership with Children holds an intake meeting with a parent or guardian of every student who participates in their counseling services
3. Partnership with Children maintains regular contact with families, both with concerns and celebrations, both by phone and mailing
4. A weekly newsletter is sent home to families via email and backpack with announcements and classroom features

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.							

Goal and Action Plan #2

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To raise the reading level of English Language Learners and Students with Disabilities in grades 9 and 10 an average of 1.5 grade levels as measured by growth on the Gates MacGinitie reading assessment from a fall 2014 baseline assessment to a spring 2015 benchmark assessment.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

During our first year, we focused heavily on research and writing as an instructional goal. As we assessed our students' progress and performance at the end of the first year, we determined that we needed to focus more of our instructional attention on reading across the curriculum. Part of what made the need for this focus so evident is our large population of English Language Learners in both 9th and 10th grade.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Reciprocal Teaching – we have trained teachers on using Reciprocal Teaching, a strategy based reading protocol, to use as the format and routine for reading instruction across content areas
2. We assessed all students using the Gates-MacGinitie at the beginning of the school year and will measure growth by an end of year benchmark
3. Based on the Gates-MacGinitie teacher teams developed homogenous and heterogeneous reading groups for classes across the content area
4. Teachers are using tiered and modified readings to support different levels of reader – this includes some readings in the native language of beginner ELLs
5. Small group tutoring in Uzbek and Arabic

B. Key personnel and other resources used to implement each strategy/activity

1. Two ESL teachers work with classroom teachers to modify instruction and implement Reciprocal Teaching
2. Small group instructional period – ELL students have a small group instructional period twice a week to support their development of reading strategies
3. Teacher training – summer professional development and curriculum meetings have focused on training teachers in implementing reciprocal teaching, as well as sharing practices
4. Continued development of tiered reading materials across content areas
5. Weekly communication between classroom teachers and tutors

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Progress towards the year's identified goals will be monitored and discussed during curriculum meetings, along with a mid-year assessment
2. Overall progress will be measured by the end of year assessment.
3. Once a month lesson and student work shares and analysis will be conducted to measure progress of the initiative and revise our approach
4. End of unit analysis of effective reading materials
5. Weekly progress reports from tutors; three times per year analysis of program effectiveness

D. Timeline for implementation and completion including start and end dates

1. Summer professional development – introduction of reciprocal teaching framework
2. September/October curriculum development sessions – teams develop reciprocal teaching in their classroom along with grade team
3. Monthly benchmark check-ins on reciprocal teaching initiative
4. January professional development session and revision of approach
5. Assessment schedule – September baseline assessment, February mid-year benchmark, May end of year assessment

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Summer Institute training sessions for all teacher in reciprocal teaching
2. September/October weekly curriculum meeting development
3. Twice weekly small group instructional period for ELLs
4. Participation in Network Reading Initiative and learning visits to other schools involved
5. Twice weekly tutoring session for ELLs

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Communication of reading progress and goals for students during advisor check-ins and parent conferences

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

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Goal and Action Plan #3

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To increase parent engagement across 9th and 10th grade through advisor phone and email interactions, school emails, and additional outreach as measured by 75% of all parents in the school attending at least one school event (student conferences, Roundtables, PA meetings, parent workshops) during the course of the 2014-2015 school year.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

As a new school in its second year, we continue to work to increase the involvement of parents in the school as we grow each grade. While we were able to achieve a level of parent involvement at key school events (conferences, Roundtables, etc.) last year with our first cohort of 9th grade students and families, we strongly believe in the need to continue to build parent involvement across the school, as well as the capacity of our Parent Association.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Advisory – the advisor is the point of contact with families and expected to reach out to them every two weeks
2. Hiring a Dean to help coordinate outreach efforts to families
3. Teachers have been given a prep each week expressly for parents outreach to their advisee's families. We will also add school messenger, additional funding for mailings, and funds to support PA events as it grows.
4. Increased planning and communication of events geared towards parent involvement (potlucks, student talent shows, Roundtable presentations, etc.)

B. Key personnel and other resources used to implement each strategy/activity

1. Teachers, administrators, and deans
2. Parent Association
3. We will also add school messenger, additional funding for mailings, and funds to support PA events as it grows.
4. We are going to use part of our mid-year adjustment to hire a parent coordinator, a position we were not given funding for at the beginning of the school year

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Monthly check-ins on advisor outreach to parents using the advisor contact log
2. Mid-year review of parent involvement so far, along with targeting those families we have not had success involving in events
3. We look at parent turn-out verse various outreach efforts after each event to better calibrate our next outreach effort
4. Increased parent involvement at events

D. Timeline for implementation and completion including start and end dates

1. Twice weekly advisories from September through June
2. Weekly parent contact periods from September through June
3. Events: Cultural Potluck – October, Roundtables – December, March, June, Student Fashion Show and Banquet – February, Culture Shock (end of year talent show and fair) – June, Monthly PA Events
4. February – June Parent Coordinator

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Twice weekly advisory
2. Weekly parent contact preps
3. Scheduling and funding for parent involvement events and outreach
4. Weekly cabinet meetings

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

This goal is focused on increasing parental involvement

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

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Goal and Action Plan #4

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To modify project-based assessments (modifications can include both additional supports or scaffolds, as well as appropriate extensions for above grade level students) to support the diverse academic needs of all students in the school and increase the number of students meeting standards on each unit's summative project as measured by 100% of teachers creating at least one modification for each unit's project.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

With a wide range of student academic levels both above and below grade level and a large percentage of English Language Learners, it is important that we keep the modification of our project-based curriculum at the forefront of our curriculum planning, in order to provide access and opportunity to all learners in the school.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Training and use of the SIOP model of modifying activities and projects for ELLs and other students
2. Professional development in developing project-based instruction and modified scaffolds for projects

B. Key personnel and other resources used to implement each strategy/activity

1. Teachers - scheduled for summer professional development paid for by per session to be trained in curriculum development with a focus on project modification, along with January assessment and revision of curriculum.
2. Additional professional development and co-planning sessions are scheduled for teachers during the school week.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Data review of key sub-groups (ELLs, SWDs) progress towards meeting unit objectives and standards
2. Lesson, project, and student work analysis

D. Timeline for implementation and completion including start and end dates

1. Summer training and mid-year analysis/PD
2. Weekly curriculum meetings

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. SIOP resources for professional development sessions in the summer and January
2. Weekly curriculum meetings

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parents are invited to participate in end of term student presentations (Roundtables) where projects are presented

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Reciprocal Teaching Reading framework ESL Reading/Writing Small Group Workshop – 7 students After-school ESL tutoring	Small Group Small Group Small Group	During School During School After-school
Mathematics	Individualized Cloud-Based Math Program – 20 students	Blend of small group and one-to-one	During the school day and after-school
Science	Tutoring and project workshop Native Language Support in Uzbek and Arabic	Blend of small group and one-to-one	During the school day and after-school
Social Studies	Tutoring and project workshop Native Language Support in Uzbek and Arabic	Blend of small group and one-to-one	During the school day and after-school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Partnership with Children (PwC) Counseling Services– group and individual – 36 students Mediation – peer and adult-led Academic Counseling – all students	Small Group and one-to-one	Before, during, and after-school

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
We work to attract HQT through our current teachers' and administrators' connections to Math for America, NYU, Teachers College, Fordham University and a variety of professional associations
We support teachers through professional development work focused on developing curriculum, analyzing student progress, establishing differentiated classroom structures, and social-emotional interventions.
In-school mentors are assigned to support new teachers.
All teachers attend staff development workshops for teachers during our summer institute. All of our staff members are offered multiple opportunities to attend further staff development through options including TESOL, NCTE, and CEC conferences, workshops offered through our network, and professional development groups.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
We begin our year with a 10 day summer development institute, including internally developed and externally developed workshops. All teachers participate in two weekly meetings, one focused on student interventions and social-emotional development and one focused on curriculum development. Staff attend external conferences and workshops based on their areas of focus throughout the year.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
We utilize our Title I funds to support additional academic intervention services for students. We provide a variety of supports for Students in Temporary Housing, from back packs and school supplies to additional parent and student outreach, attendance initiatives, counseling, and further support. We also utilize peer mediation and our advisory program to support student development and monitor student progress.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Teacher play an integral role in developing assessments and professional development option to improve instruction. Teachers provide feedback on professional development session each week during curriculum meetings. After each instructional inquiry cycle, teachers review data and decide on the next problem of practice to be addressed as a group and the necessary resources for that development. Twice monthly grade team leader meetings also inform follow up instructional development.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

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

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

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

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$136,139.85	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal		X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$1,320,850.00	X	See action plan

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 22K611 School Name: Origins High School

Cluster: 1 Network: 102/113

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

At the beginning of the year and as students enter the school, we use the Home Language Survey, a family interview, student background interview protocol, and advisors' assessments of student's home languages to assess how many and in what languages of services we will need. We additionally use our summer parent orientation to confirm the findings of advisors and the HLIS. Advisor notes are kept in a shared Google Drive spreadsheet, as are the results of the HLIS. The HLIS and Bluecards are maintained in the main office, while the results of the educational background survey are maintained by the ESL teachers. We take advantage of DOE translation services for written and oral translation, Google translate for digital translation services, and teachers on staff who speak a foreign language (we currently have Arabic, Spanish, French, and Russian spoken by staff).

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Our school has a diverse student and family population. Our findings show that we have students and families that speak and write: Urdu (20), Arabic (7), Bengali (2), Cantonese (7), Mandarin (2), Russian (17), Uzbek (4), Ukrainian (2), Armenian (1), Vietnamese (1), Spanish (20), Tajik (1), Albanian (1), French (1), and Haitian-Creole (6). These findings were shared with students' advisors through a shared Google Drive spreadsheet to help facilitate communication with homes and understanding of students' cultural background, along with instructional modifications. We provide advisors with training on using DOE services and Google Translate, in order to facilitate communication with homes.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Our grade reporting system, Jupitergrades, provides translation into many of the languages spoken by our students and families. Our website and weekly parent email use Google translate, so that parents can select the language they are most comfortable reading. We also take full advantage of the DOE translation resources for parent meetings, conferences, immunization letters, parent association meeting notices, etc. In addition to the required signage for welcoming new families to our school, we keep materials in the languages of our students available in the main office. Our written translation needs are serviced by a combination of in-house support (Spanish, Russian, French, and Arabic) and the use of an outside vendor for languages we are unable to serve in house. For documents that require translation outside of those we regularly keep available, we identify and submit for translation several weeks prior to a mailing or parent event.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

We are able to provide oral translation services in Russian, French, Arabic, and Spanish through our school staff. When necessary for phone calls, we utilize DOE translation services for other languages, as well as staff from other schools co-located in our building. When absolutely necessary we use Google translate, which has an oral translation component. For parent conferences or other one-on-one meetings, administrators or advisors submit a schedule of needs to the parent coordinator as conferences are scheduled and we provide an available in-house translator when applicable, and direct advisors to utilize external translators by phone and conference call when necessary.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Posted in our office is a sign indicating the availability of translation services for incoming families. During the parent orientation for new families, we show parents where resources are available on line for materials in their native language, including the Bill of Parent Rights and Responsibilities. We have ensured that our ELL coordinator, Dean, Assistant Principal, Principal, and CBO know which services are available through the DOE's translation services and how to access these resources. Staff has been trained in using Google Translate, and outward facing staff have been trained in how to utilize the translation functions of our online grading system and website to communicate with parents. When necessary, we ensure that qualified translators are available, either in-house or by phone depending on the applicable language.