

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

06M211

School Name:

INWOOD EARLY COLLEGE FOR HEALTH & INFORMATION TECHNOLOGIES

Principal:

DR. SJ TAIT

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: High School School Number (DBN): 06M211
School Type: 9-14 P-Tech Grades Served: 9
School Address: 650 Academy Street
Phone Number: 212-567-1394 Fax: 212-567-1825
School Contact Person: Dr. SJ Tait Email Address: Stait2@schools.nyc.gov
Principal: Dr. SJ Tait
UFT Chapter Leader: Mr. Benroy Taylor
Parents' Association President: Debora Everett Jones
SLT Chairperson: Danielle Grant
Student Representative(s): Emely Herrera

District Information

District: 6 Superintendent: Mr. Fred Walsh
Superintendent's Office Address: _____
Superintendent's Email Address: _____
Phone Number: _____ Fax: _____

Cluster and Network Information

Cluster Number: _____ Cluster Leader: _____
Network Number: 521 Network Leader: Mr. Alan Dichter

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Dr. SJ Tait	*Principal or Designee	
Mr. Benroy Taylor	*UFT Chapter Leader or Designee	
Mrs. Debora Jones	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Emely Herrera	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Ms. Danielle Grant	Member/ MOSL and PD Committee Chair	
Mr. Rami Avni	Member/STEM Committee Chair	
Mr. J Swotinsky	Member/Math Team Leader	
Mr. J Martinez	Member/ PA Treasurer and Title I Representative	
Mrs. N Pena	Member/PA Secretary	
Mrs. G Robles	Member/Parent	
Mrs. I Beltran	Member/ Parent	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

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

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

The Capacity Framework and CEP Development

The [Capacity Framework](#) 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 Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the 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 Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	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.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	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.
4.	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.
5.	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.
6.	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

The Quality Review and the Capacity Framework

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

The mission of Inwood Early College is to prepare young people for collegiate, professional, personal, and social success. Immersed in seamlessly integrated high school, college, and workplace learning experiences, our students graduate as well rounded young professionals with advanced educational and career achievements in information technology and health information technology, prepared to further *transform* themselves, their communities, and the world.

Through a comprehensive project based curriculum and developmentally supportive instructional program, we become SMART:

Sparking our critical thinking, systematic questioning, and creative problem solving skill development;

Motivating our sense of enthusiasm, curiosity, and passion for learning and achievement;

Achieving our collective advancement as users and creators of knowledge, information, and technology;

Refining our vision of our best selves and best work by reflecting on our mistakes and successes; and

Transforming our minds and our lives by supporting one another, serving others, and rising to challenges.

Values

The core cultural values that ground instruction, school activities, and the relationships among all members of the school community at Inwood Early College are *excellence, integrity, courage, and commitment*.

- *Excellence*: being, doing, and having the best that one can in terms of achievement and personal growth endeavors. Each member of the school community is expected to use established standards to subsequently set his/her own bar for achievement and to exercise nimbleness in enacting effective effort toward continuous growth.
- *Integrity*: grounding one's conduct in personal standards, and a sense of responsibility, accountability, as well as pride in oneself as a member of our community and a representative of one's family. Each member of the community conducts himself/herself with a sense of appropriate time, place, and manner in exercising voice and choice.
- *Courage*: finding the strength to act in the face of struggle. Each member of our community is encouraged to purposefully stretch himself/herself, to take on challenges, to compete in order to win and to grow, to acknowledge failures and to celebrate growth that results from overcoming.
- *Commitment*: demonstrating persistence in seeing tasks, challenges, and opportunities through to their most valuable conclusion. Each member of our community develops grit through decision-making, dedication to finishing what s/he starts, and taking accountability for outcomes and consequences.

Vision

At Inwood Early College, master faculty from the high school, Guttman Community College and seasoned professionals from Microsoft and NY Presbyterian provide students with a progressive college and career preparation course of study resulting in a CTE high school diploma, applied associate of science degree, and the launch of a career in information technology including hardware and software development, installation, networking, and support as well as health information technology, administration, and management.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

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

Our needs assessment began with a review of college course requirements that our students must meet as they work toward earning their Associates Degree in Information Technology as well as the knowledge base required for obtaining entry level positions in IT with our partner organizations, NY Presbyterian Hospital and Microsoft. This initial review revealed that students must be knowledgeable and skilled in the application of concepts in Algebra and Statistics. We also reviewed available data in STARS and ATS regarding students’ middle school achievement in mathematics. Finally, we reviewed students’ summer assignments and initial attempt at CCLS aligned performance tasks.

Our strengths in providing rigorous instruction include the provision of double mathematics periods four days per week and a team teaching model which allows two math teachers to provide instruction during all double periods. This staffing model is further supplemented by the assignment of a special educator who pushes into the double periods in order to provide integrated team teaching support for students with mandates as well as for students at-risk of failure. Our needs in this area center largely in supporting teachers in providing consistently high impact, standards based instruction with specific focus on the development of effective assessments.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By August 2015, at least 65% of 9th grade students will have achieved a mark of 80 or greater on the Algebra/Geometry Regents Examination, as is a pre-requisite for college mathematics courses at Guttman Community College. At least 75% will have earned a mark of 65 or higher to achieve high school course credit.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			
Teachers of Mathematics and the special education teacher will offer 3 periods per week additional instructional and tutorial support. This support is offered in PIVOT (Prescribe,	Students who are underperforming	Supports begin at the beginning of	The mathematics teachers and the special education

<p>Implement, Verify, Observe, Test) which occurs in groups of 6-12 students and meets 3 days per week after lunch. The special education teacher will utilize MERIT, an online reading comprehension and vocabulary development program as well as iTouch, a computer based Mathematics skills program.</p>	<p>on unit assessments will be targeted for 3 day per week support. Students who receive mandated SETSS and those who are performing in the bottom third of the ICT class will be targeted for computer based program support.</p>	<p>the marking period and take place in 3-week cycles through the marking period. Students may rotate out of service after they have performed well on an interim assessment. The special education teacher also offers the computer based supports on an ongoing basis.</p>	<p>teacher implement the strategies. The director of support services and college/career coordinator oversee the PIVOT program.</p>
<p>Teachers of Mathematics will offer extended day support which includes tutoring at the end of the school day 2 days per week.</p>	<p>Students who are underperforming on unit assessments will be targeted for extended day support. Students who are not meeting standards regarding homework completion and class participation will also be targeted for extended support. Students whose advisors support their guided choice to participate in extended day will also be targeted.</p>	<p>Extended day supports begin at the start of the 2nd marking period and continue through the end of the semester. Students may rotate out of service based on consultation with their advisor upon review of grades in Power Schools.</p>	<p>The mathematics teachers and the special education teacher implement the strategies. The director of support services and college/career coordinator oversee the extended day program.</p>

The director of support services and the college/career advisor will offer extended day support which focuses on study skills at the end of the school day 2 days per week.	Students whose foundational math skills are strong but who underperform on tests and quizzes will be targeted.	Extended day supports begin at the start of the 2 nd marking period and continue through the end of the semester.	The principal oversees the extended day program activities provided by the director of support services and the college/career advisor.
The teachers of mathematics will receive professional development support from, co-plan units of study with, and co-teach targeted lessons with professors of mathematics from CUNY- Guttman Community College.	Students whose performance is below 75 at the end of the 2 nd marking period will be targeted. Students in the ICT class will also be targeted for lessons co-taught by the college professor(s).	The professional development with college professors begin during the 1 st marking period and the first co-taught lessons will occur in the 3 rd marking period.	The principal oversees the co-teaching program.

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

In addition to the human resources as represented by the 2 teachers of mathematics and the special education teacher, additional resources include the director of support services, college/career advisor and college faculty. Instructional resources include the Microsoft Surface devices, software licenses for MERIT and iTouch. The time for PIVOT and extended day are built into student schedules in addition to double period blocks of mathematics instruction 4 days per week.

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic		Title IIA		Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

CUNY central and Guttman Community College provide funding to support release time for the college faculty members who will work with the high school teachers. VATEA grant funds provide support for the instructional technology resources utilized by the special education teacher.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

Students will sit for a practice regents exam at the end of the first semester. In addition, students complete CCLS aligned performance tasks in October, February and May. The benchmark will be 50% of students earning score of at least 65 on

the practice exam at the end of the first semester.

Part 6b. Complete in February 2015.

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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|----|---|
| 3. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 4. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Our needs assessment began with a series of townhall meetings with each class and was followed by 2 surveys. One survey focused on students identifying their strengths and interests. The second survey focused on students assessing various elements of their school experience including the development of a positive, supportive school culture. Our strengths include staff and student willingness in engaging in the work of developing and maintaining positive school culture and our use of time in the school schedule to allow for relationship building. Our needs are for a coherent set of structures and activities to support the development of relationships.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2015, 75% of students will feel as though there is a supportive school culture as evidenced by their agreement with items 7a-7g on the CUNY Early College Initiative Annual Student Survey.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
Teachers implement an advisory program that centers on identity development and establishment of supportive school culture including the students’ development of core commitments which align with schoolwide values. The advisory program begins with a three week intensive in September during which advisory groups meet daily.	Students across the entire grade as the legacy class will be targeted.	The advisory program begins with an intensive from 9.4.14 -10.3.14. The weekly advisory program will run from 10.6.14 to 6.26.14.	The director of support services oversees the advisory program and all teachers implement the advisory program with support from the college/career advisor and college liaison.

The college/career advisor coordinates implementation of mentoring programs that build on the academic and personal behaviors underlying college and career readiness (persistence, engagement, work habits, organizational skills, communication/collaboration skills, self-regulation) through which college students serve as peer mentors and industry partners serve as career readiness mentors.	Students across the entire grade as the legacy class will be targeted.	The mentoring program will run from December 2014 – June 2015.	The college/career advisor will oversee implementation of the mentoring program.
Teachers implement in-person and electronic communication structures and protocols to facilitate students voicing concerns, sharing ideas, and seeking support. In-person structures include AM and PM Huddle during which advisors meet briefly twice per day with small groups of students. Electronic structures include school email and the social media platform, Yammer.	Students across the entire grade as the legacy class will be targeted.	The in-person communications structures are utilized from September 2014 – June 2014; and the electronic communications structures from November 2014 – June 2015.	The director of support services oversees teacher implementation of AM and PM Huddle. The technology teacher oversees electronic communications strategies.
Students implement leadership development activities including leading ceremonies, rituals, and celebrations as well as participating in restorative justice practices. Leadership development activities are implemented through student council and peer mediation to support other students who fall short of expectations including the student identified commitments.	Students who self-identify and those identified by the advisors based on the strengths surveys will be targeted.	Student Council programming will run from November 2014 – June 2015. Peer mediation programming will run from February – June 2015.	The grade leader coordinates student council programming. The director of support services oversees peer mediation programming.

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

In addition to human resources for staffing, resources to support training and professional development in restorative justice practices are needed. Adjustments to the school schedule to allow extended time mentoring activities as well as for student led events and celebrations will be needed.

Part 5 – Budget and Resource Alignment

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

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 10. Specify a timeframe for mid-point progress monitoring activities.

Midpoint benchmarks are:

All students to be assigned and having met with industry mentors by the end of the 1st semester;
 All advisories to meet with college peer mentors at least twice by the end of the 1st semester; and
 Informal surveys taken at the midway point of the 3rd marking periods in the 1st and 2nd semesters will reflect an increase of at least 10% of students agreeing that there is a supportive school environment.

Part 6b. Complete in February 2015.

11. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
12. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Our needs assessment began with a skills mapping process focused on the entry level IT positions for which our students need to be prepared with our industry partners, Microsoft and NY Presbyterian Hospital. The needs assessment process continued with a review of available student data which revealed a need to build students’ foundational skills in reading, writing, and mathematics. We then reviewed college course syllabi and the core skill deficiencies of first year college students as identified by our college partner, Guttman Community College and found significant correlation between skill gaps for students transitioning to high school and students transitioning to community college.

Our strengths in establishing a professional learning community around collegial collaboration center on the interest and willingness of teachers to reach levels of mastery in their practice as well as around the depth of experience in supporting collegial learning among our teachers, college partners, and Microsoft.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, All teachers will engage in collaborative practice based inquiry process as evidenced by 100% participation in focused peer inter-visitation cycles and by submission of agreed upon written feedback protocol.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust 			
Teachers will engage in a targeted inter-visitation program through which each teacher selects practices that they wish to perfect and each teacher visits a colleague and provides him/her with written feedback regarding the visited teacher’s improvement efforts.	All teachers as members of the founding team will be targeted.	Inter-visitations begin in December 2014 and continue through	The principal oversees the inter-visitation program and the teacher who chairs the PD committee co-facilitates visits

		May 2015.	with colleagues.
Teachers will engage in co planning, team teaching, and peer feedback with college faculty.	Teachers of English and Mathematics will be targeted based on the skills gaps analyses and mapping.	Co-planning, team teaching and peer feedback loops will run from November 2014 – April 2015.	The principal oversees the inter-institution collaboration. The college liaison facilitates the collaboration.
Teachers engage in a blended learning approach to professional learning opportunities that allow teachers not only to integrate technology into their own learning but also to make efficient use of casual (off site and off hours) learning opportunities. Two critical elements of the blended learning strategy include the network's Video Learning Program and Microsoft's Educator Network including the Innovative Educator Program.	Teachers of English, Mathematics, and Special Education will be targeted.	Blended activities will run from January – June 2015.	The chair of the PD committee and the technology teacher will oversee blended learning activities.
Cross curricular project based learning cycles in collaboration with college faculty and industry partners and presentations to elder panels including parents and community members.	Teachers of English and Technology will be targeted.	The project based learning cycle will run from December 2014 – April 2015.	The principal oversees the project based learning cycles which are facilitated by the college liaison and the college/career advisor.

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

In addition to the human resources reflected by school faculty and staff, release time as in kind support will be needed from Guttman Community College, NY Presbyterian, and Microsoft for staff who will serve as collaborators , mentors, and elder panelists. Staff development resources will also be needed from the network in addition to the Microsoft Educator Network training resources.

Part 5 – Budget and Resource Alignment

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

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
20. Specify a timeframe for mid-point progress monitoring activities.

Benchmarks for our cycle of continuous improvement are:

Submission of written feedback using agreed upon protocols by each teacher at least once during the first collegial feedback cycle in the 1st semester;

Participation in the Video Learning Program training by at least one teacher and at least one video taped lesson by the end of the 1st marking period in the Spring semester; and

At least one round of feedback to students on the cross curricular project developed in collaboration with the college faculty and industry partners and identification of the family and community members of the elder panels to whom the projects are to be presented by the end of the 1st marking period of the Spring semester

Part 6b. Complete in February 2015.

21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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22. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

- | | |
|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Our needs assessment includes teachers’ self -assessment reflecting on their past supervisory ratings and their strengths and areas of growth given the 8 Danielson focus areas in Advance. The principal also completed a self assessment and utilized feedback from her leadership coach to identify strengths and areas of growth.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, Principal will conduct at least 5 focused participatory observations, beyond the required ADVANCE observations, for every teacher that is not rated "highly effective" as evidenced by observation reports delivered to teachers.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
Principal will review lesson plans and engage in participatory observations through which she will model effective instructional practices and provide in the moment coaching to teachers.	Teachers whose past ratings or initial self-assessment reflect a level lower than highly effective will be targeted.	Participatory observations will occur from September 2014- March 2015.	The principal will implement participatory observations.

Principal will engage in coaching sessions targeting the provision of impactful feedback through the supervisory tools in Advance. Teachers will be given prior notice so that they anticipate having the informal observation and feedback cycle observed by a 3 rd party; such cycles will not count as an MOTP.	Teachers whose past ratings or initial self-assessment reflect a level lower than highly effective will be targeted.	Principal coaching will begin in December 2014 and continue through May 2015, parallel to the teacher inter-visitiation program.	The principal will oversee implementation of the coaching with support from the superintendent's office and the leadership academy.
Principal will engage in professional learning and implement protocols for providing teacher feedback based on review of student work which includes in-class independent and group work.	The principal is the target of this strategy.	This strategy will be implemented from January –March 2015.	The principal will oversee implementation of the coaching with support from the superintendent's office and the leadership academy.
Principal will engage in professional learning and implement planning protocols which include identification and prioritization of areas for growth based on participatory observation, coached observation feedback loops, and teacher inter-visitiation.	The principal is the target of this strategy.	This strategy will be implemented from January –March 2015.	The principal will oversee implementation of the PD planning protocols in collaboration with the chair of the PD committee.

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Human Resources: Strategy Implementation Support from Talent Coach and Leadership Academy Coach Professional Development Support from CUNY ECI Network and Microsoft

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <p>29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>30. Specify a timeframe for mid-point progress monitoring activities.</p>
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Benchmarks for supporting increasingly effective school leadership are that:

By the end of the 1st semester, the principal will have provided written feedback from participatory observations to at least 3 targeted teachers; and

By the end of the 1st semester, the principal will have debriefed with all targeted teachers after at least 1 round of coached observation feedback loops.

Part 6b. Complete in February 2015.

31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

- | | |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Our needs assessment includes reflections shared by parents at parent association meetings as well as those shared by students through feedback on survey.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By August 2015, all students will participate in at least two visits to our partner community college, and two visits to each work-place learning site. Additionally, 100% of all students will participate in a career development skills mentoring program with industry professionals from our partner organizations.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
The principal and key representatives of the schools founding partnerships with Guttman Community College, NY Presbyterian Hospital and Microsoft will continue to engage in planning and implementation of student, family, and community engagement activities through a formal Steering Committee structure.	Each founding partnership member organization will be targeted.	The Steering Committee structure will be implemented from September 2014-June 2015.	The principal in collaboration with the college liaison, college/career advisor, and CUNY Early College Initiative facilitator, will implement the Steering Committee structure and

			process.
Teachers and parents will engage in training and other learning opportunities in the form of workshops and externships.	Teachers who have not worked in other industries and parents who self-identify will be targeted.	The workshops and externships will run from January-April 2015.	The principal in collaboration with the college liaison, college/career advisor, and CUNY Early College Initiative facilitator, will implement the externship process.
The college liaison will coordinate implementation of a peer mentoring program with college students from Guttman Community College.	All students as members of the founding legacy class who meet standards as reflected in the student-identified commitments will be targeted.	The college student peer mentoring program will run from November 2014-June 2014.	The college liaison will oversee the mentoring program.
The college/career advisor will coordinate implementation of a career development mentoring program with staff from NY Presbyterian and Microsoft.	All students as members of the founding legacy class who meet standards as reflected in the college and career competencies will be targeted.	The career development mentoring program will run from December 2014 – June 2015	The college/career advisor will oversee the mentoring program.

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

In addition to human resources represented by school staff and mentors from our partner organizations, supports for work place learning, such as Ethnographies of Work curriculum and training from Opportunity Network, will be needed.

Part 5 – Budget and Resource Alignment

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

X	Tax Levy		Title I Basic		Title IIA		Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

VATEA grant funding will be utilized to support the workplace learning curriculum implementation and staff training.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 40. Specify a timeframe for mid-point progress monitoring activities.

Benchmarks for monitoring our progress toward establishment and maintenance of a welcoming and engaging environment are that:

- By the end of the 1st semester, all students will have met their college student peer mentors and their career development mentors on at least one occasion off site;
- By the end of the 1st semester, at least one externship experience will be planned for targeted teachers and parents to occur during spring break; and
- By the end of the 1st semester, the steering committee will have consistently held monthly meetings including at least 2 meetings at the school hosted by students.

Part 6b. Complete in **February 2015.**

41. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Course performance below 75; homework completion rate of 50% or below; and/or quiz average below 70	<p>Extended time is embedded in the school day through our PIVOT (prescribe, implement, verify, observe, test) period which meets minimally three times per week.</p> <p>Additionally, the assignment of an additional teacher to co-teach and push into English classes four times per week during extended, double period blocks. Co-teaching and push in services include parallel teaching, station teaching, pre-teaching of vocabulary, and use of graphic organizers.</p> <p>Extended Day tutoring is also used to provide intervention support for targeted students. These services provide skill focused support as well as organizational skill development and homework completion support.</p>	<p>PIVOT is delivered in small group and one-to-one depending on student needs.</p> <p>Co-teaching and push in services are delivered in whole classes allowing for reduced student:teacher ratio.</p> <p>Extended Day services are delivered in small group and one-to-one depending on student needs.</p>	<p>PIVOT is delivered during the school day.</p> <p>Co-teaching and push in services are delivered during the school day.</p> <p>Extended day services are delivered after school.</p>

<p>Mathematics</p>	<p>Course performance below 75; homework completion rate of 50% or below; and/or quiz average below 70</p>	<p>Extended time is embedded in the school day through our PIVOT (prescribe, implement, verify, observe, test) period which meets minimally three times per week.</p> <p>Additionally, the assignment of an additional teacher to co-teach and push into Mathematics classes four times per week during extended, double period blocks. Co-teaching and push in services include parallel teaching, station teaching, pre-teaching of vocabulary, and use of graphic organizers.</p> <p>Extended Day tutoring is also used to provide intervention support for targeted students. These services provide skill focused support as well as organizational skill development and homework completion support.</p>	<p>PIVOT is delivered in small group and one-to-one depending on student needs.</p> <p>Co-teaching and push in services are delivered in whole classes allowing for reduced student:teacher ratio.</p> <p>Extended Day services are delivered in small group and one-to-one depending on student needs.</p>	<p>PIVOT is delivered during the school day.</p> <p>Co-teaching and push in services are delivered during the school day.</p> <p>Extended day services are delivered after school.</p>
<p>Science</p>	<p>Course performance below 75; homework completion rate of 50% or below; and/or quiz average below 70</p>	<p>Extended time is embedded in the school day through our PIVOT (prescribe, implement, verify, observe, test) period which meets minimally three times per week.</p> <p>Additionally, the assignment of an additional teacher, the Special Education</p>	<p>PIVOT is delivered in small group and one-to-one depending on student needs.</p> <p>Co-teaching and push in services are delivered in whole classes allowing for</p>	<p>PIVOT is delivered during the school day.</p> <p>Co-teaching and push in services are delivered during the school day.</p>

		<p>teacher and the Technology teacher, to co-teach and push into Physics classes. Co-teaching and push in services include parallel teaching, station teaching, pre-teaching of vocabulary, and use of graphic organizers.</p> <p>Extended Day tutoring is also used to provide intervention support for targeted students. These services provide skill focused support as well as organizational skill development and homework completion support.</p>	<p>reduced student:teacher ratio.</p> <p>Extended Day services are delivered in small group and one-to-one depending on student needs.</p>	<p>Extended day services are delivered after school.</p>
Social Studies	N/A			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students of concern are identified during weekly staff huddle and students may also self identify as needing at-risk support.	<p>Extended time is embedded in the school day through our PIVOT (prescribe, implement, verify, observe, test) period which meets minimally three times per week for gender-based at risk counseling groups.</p> <p>Extended Day is also used to provide intervention support for targeted students. The social worker and college/career advisor provide skill focused support as well as organizational skill development and homework completion support.</p> <p>At risk SETSS and counseling services</p>	<p>Extended time services are delivered in small groups.</p> <p>Extended Day services are delivered in small groups.</p> <p>At risk SETSS and counseling services</p>	<p>Extended time services are delivered during the school day.</p> <p>Extended Day services are delivered after school.</p> <p>At risk SETSS and counseling services</p>

		<p>supplement mandated services through individual and small group twice weekly sessions with the special education teacher and/or the social worker.</p> <p>Advisory support with twice daily mini conferences through AM and PM huddle provide students with social-emotional development support.</p>	<p>are delivered in small group and on a one-to-one basis.</p> <p>Advisory support services are delivered in small groups.</p>	<p>are delivered during the school day.</p> <p>Advisory support services are delivered before school and during the school day.</p>
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Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Recruitment strategies included postings on the NYC DOE's New teacher Finder, Open Market and other human resource portals. In addition, recruitment was conducted using external employment sites, local university career services at CUNY, SUNY, NYU, Columbia, Fordham, and Cornell, and alternative teacher preparation programs including Teach for America, Math for America, NYC Teaching Fellows, and Relay. Our recruitment strategy also included use of the 9-14 P Tech network, the CUNY Early College Initiative network, and industry partnerships.</p> <p>Maximizing staff opportunities to facilitate team work and to assume leadership roles is key to our distributed leadership approach. Teachers and support staff attend off site professional development activities which they self select and which are recommended by the principal. These activities include support for the special education teacher in effective planning and co-teaching strategies, for the math teachers in algebra content and instructional strategies, for the technology teacher in embedding career development instruction, for the social worker in compliance and student support services, and the for ESL teacher in compliance and instructional strategies. In addition to the weekly on site professional learning after school, teachers also engage in professional learning through monthly department meetings with the principal and bi-weekly peer inter visitation.</p> <p>While we do not yet have any staff serving in formal coaching capacities, our college liaison facilitates professional co-learning activities with college faculty from Guttman Community college through which college faculty come to the high school and high school faculty visit the college. The college/career advisor also facilitates the professional learning support for teachers with staff from NY Presbyterian Hospital and Microsoft which includes an externship program through which teachers and parents will shadow and plan lessons with our industry partners. Finally, the CUNY Early College Initiative provides additional professional learning opportunities including on site, real time coaching which targets our new teachers and teachers working with our lowest performing students on academic English and core literacy skill development.</p>

2b. 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).
<p>Time for teachers and staff to meet weekly is built into the school schedule with two periods of common planning per week for all teachers. This common planning time supplements the weekly afterschool professional learning time. Teachers review unit plans and student grades in Power Schools to gauge student progress on CCCS. WE will utilize Rubicon Atlas to engage in more focused analysis of standards and assessments. In addition, the schools Professional</p>

Development team will utilize data from the first semester to refine the professional learning plan for the spring semester.

Professional learning support for the principal is provided by the Leadership Academy as well as the superintendent's office and the CUNY network team.

Part 3: TA Schools Only

3a. Use of Program Resources

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

Much of the program resources are used to provide academic intervention within the classroom during the extended-time school day. Those interventions include daily small group instruction (PIVOT), **LIST OTHER AIS SERVICES**. For those who are able to attend, after-school tutoring programs provided by school staff will provide students with targeted assistance.

As a Career and Technical Education school, Inwood Early College has worked to join problem-solving strategies and applied learning tasks with traditional academic content to increase student engagement and accelerate learning. We use Title I funds to support programmatic structures within the school to make this possible, including providing additional time for staff members to plan and facilitate innovative curriculum and facilitating learning experiences outside of the traditional school day and year. Additionally, our weekly professional development focuses on providing teachers with specific training in instructional strategies appropriate for students in need of extra support.

3b. TA Coordination with the Regular Program

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

The staff members that implement targeted assistance programs are also the instructors in the regular educational program. Student achievement data in their regular education classes will be used to target students and skills in this program. The goal is for the intervention programs to provide seamless support for student success in the regular education program. Targeting is aligned with regular program units of study in each course.

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '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			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

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

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

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

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.

2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP)

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, 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;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC)

Inwood Early College, 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.