



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

DBN: (i.e. 01M001):

26Q315

School Name:

BUSINESS TECHNOLOGY EARLY COLLEGE HIGH SCHOOL

Principal:

HOA TU

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: 9-14 School Number (DBN): 26Q315
School Type: CTE Grades Served: 9
School Address: 230-17 Hillside Ave., Queens Village, NY 11427
Phone Number: 718.217.3613 Fax: 718.217.3616
School Contact Person: Hoa Tu Email Address: htu@schools.nyc.gov
Principal: Hoa Tu
UFT Chapter Leader: Kenneth Dornbaum
Parents' Association President: Aoah Middleton and Marisol De Leon
SLT Chairperson: Niobe Hayes
Student Representative(s): Tony Jackson and Martina Kiss

District Information

District: 26 Superintendent: Donald Conyers
6565 Flatlands Avenue, Room 104C
Superintendent's Office Address: Brooklyn, NY 11236
Superintendent's Email Address: dconyer@schools.nyc.gov
Phone Number: 718) 968-4100 extension 1044 Fax: 718-241-9223

Cluster and Network Information

Cluster Number: CUNY PSO Cluster Leader: Debra Maldonado
Network Number: 521 Network Leader: 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) |
|------------------------------------|---|----------------------|
| Hoa Tu | *Principal or Designee | |
| Kenneth Dornbaum | *UFT Chapter Leader or Designee | |
| Aoah Middleton and Marisol De Leon | *PA/PTA President or Designated Co-President | |
| n/a | DC 37 Representative, if applicable | |
| Tony Jackson and Martina Kiss | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| n/a | CBO Representative, if applicable | |
| Niobe Hayes | Member/ SLT Chairperson | |
| Robert Perales | Member/UFT | |
| Tracci Gilchrist | Member/ PTA | |
| Sukhjeet Dhaliwal | Member/PTA | |
| | 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 | |
|---|---|
| • | Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. |
| • | Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. |
| • | Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. |
| • | Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. |
| • | Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. |
| • | Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other. |

The Quality Review and the 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:

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **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.
- **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.
- **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.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **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.

BTECH is an early college high school spanning grades 9-14 where students will earn a high school diploma, an Associate degree and workplace learning skills – free of cost – at the completion of a six year program. Our teachers and students will learn through relevant case-based problem solving in and out of the classrooms in partnership with Queensborough Community College and SAP (an international enterprise software development company (www.SAP.com)).

The mission of BTECH is to empower our students to become expert readers, writers and critical thinkers with the technical skills to be successful in our modern information-based global economy and community. Students will choose one of two tracks to major in by the end of their 2nd year: Computer Information Systems or Internet Technology. Upon graduation, our students will not only possess deep conceptual knowledge, but also technical and communication skills, backed by appropriate Career and Technical Education certifications and work experience that will make our graduates much more competitive for employment and/or four year colleges.

An important feature of our instructional program is literacy development across content areas. Literacy skills are widely acknowledged to be the foundation of success in college. As inner city youth routinely arrive to the ninth grade multiple grade levels behind, every teacher in every subject area will include literacy work in his or her curriculum. The ultimate goal of literacy instruction is to build a student's comprehension, writing skills, and overall skills in communication. Thus, academic reading skills like questioning, summarizing and predicting will be taught in every content area, and content area-specific reading skills identified and practiced. Writing skills will be developed concurrently as a way to read text closely and as a mean to foster fluency and clarity in communication. Daily lessons will include time for students to practice the use of academic language and verbal communication skills.

Each subject requires an instructional approach that is appropriate for the specific content matter. As students progress through the BTECH curriculum, they will be supported in developing the habits of mind and investigatory techniques specific to each discipline. For example, rather than passively learning about science, students will learn scientific facts and concepts by approaching problems like a scientist. Students will not only learn important dates and events in history courses, but will learn to “think like historians” in the manner in which they conduct research and develop persuasive arguments.

Curriculum across classrooms will follow the framework of problem based learning, evolved from the medical school case study model, which provides opportunities for students to engage in relevant research investigate authentic problems to build their critical thinking capacity and content knowledge. In addition to the written curriculum, our taught curriculum through emphasis on daily interaction and communication with students will foster the development of the habits of minds necessary for success in college and career², i.e time management, persistence and interpersonal skills.

As a first year school, we are focusing on the following are, as:

- Establish a coherent strategy to integrate literacy and essential skills (non-cognitive) across content areas
- Create the conditions for students to take ownership of their learning experience via individualized learning plan, providing feedback on their learning and proposing clubs
- Develop opportunities for teachers to take on leadership roles, i.e. lead professional learning sessions, UFT Teacher Center, etc.
- Develop common grading practices
- Develop common core aligned units in ELA and Math

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

- 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).
- 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.

We used our students’ 8th grade state exam scores as data to structure our instructional program. We also administered baseline assessment in September and MOSL baseline in October to inform our student grouping, academic intervention strategies and professional learning plan for the year.

SchoolNet preformatted Periodic Assessment Report--baseline assessment indicated that 70% of our students are below grade level in ELA, math and SS.

Based on the REXH report, 79% of our inaugural class is at level 1 and 2 in ELA and math.

| 8 th Grade exam | 1 | 2 | 3 | 4 |
|----------------------------|-----|-----|-----|----|
| ELA | 21 | 52 | 22 | 2 |
| ELA % | 21% | 52% | 22% | 2% |
| Math | 20 | 49 | 20 | 1 |
| Math % | 20% | 49% | 20% | 1% |
| Grand Total | 41 | 102 | 42 | 3 |
| | 21% | 52% | 21% | 2% |

We made the following programmatic decisions based on the needs indicated by the REXH report:

1. Small class sizes ensure a small teacher-student ratio at 1:25
2. Full time guidance counselor on staff
3. Network group (Advisory) program addresses essential skills for student success
4. Support from SAP/QCC around curriculum and intervention planning and mentoring for students
5. Teacher Teams meet weekly to engage in curriculum development/modification as well as to discuss instruction practices and school-wide expectations
6. Professional development to address pre-writing and writing skills for a majority of the study body, deconstruct unfamiliar vocabulary words and correctly identify and complete the steps involved in multi-step word problems.
7. Across content areas, curriculum are designed with the following elements in mind: Accountable talk, tiered lessons, project based learning, common core anchor alignment, common grading practices, and research projects

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 June 2015, 90% of student in the bottom third will earn 10 or more credits as measured by the school scholarship report.

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: 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 | Target Group(s) Who will be targeted? | Timeline What is the start and end date? | Key Personnel Who is responsible for implementing and overseeing the activity/strategy? |
|---|---|--|--|
| Learning Lab – all students will have one period per day, twice a week, where they will receive skill support via direct instruction, homework assistance, use technology to reinforce and build academic skills via various software and receive enrichment activities | All students | September 2014-June 2015 | Math coordinator and ELA coordinator |
| Differentiated Instruction/Tiered lessons, meaningful groupings and Hochman method to address skill gaps in low-performing students, including SWDs. | All students | September 2014-June 2015 | All teachers |
| All parents will have access to the online grading system with their own login and ability to track student progress. All parents are encouraged to meet with their student and the teacher’s during conferences, that will allow parents to understand the grading policy further and provide the opportunity for the students to explain their progress to their parents. Parents partake in student led conferences as well, holding students highly accountable for their performance. | All parents and students | September 2014-June 2015 | Principal, guidance counselor |
| Network Group will meet twice a week to address essential skills through direct lesson, on-going monitoring and an established on-line mentor program. | All students | September 2014-June 2015 | Network Group will meet twice a week to address essential skills through direct lesson, on-going monitoring and an established on-line mentor program. |

Part 4 – Resources Needed

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

Extended day program, subscription to Castle Learning, Khan Academy, Wizard, math byte, IPADS, on-going professional development to assist teachers with providing multiple entry points for students in all lessons.

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:

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.

Midpoint baseline assessments will be conducted in later January 2014, during Regents week
 Progress reports, individualize learning plan, biweekly PD with Kid talk, common planning time, Network Group and mentoring

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

| | | | | | |
|----|--|--|-----|--|----|
| 1. | Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
|----|--|--|-----|--|----|

2. 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 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

- 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).
- 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.

Students enrolled in BTECH will know from day-one that it is a culture of success, characterized by honest effort from each student and high expectations for all student. The development of school culture – the values, beliefs, norms, and expectations: “ways we do things around here” – is a continuous process that will permeate every aspect of BTECH. Below are major highlights of the school’s core values and examples of the kinds of methods and practices that will translate these values into actions that support high academic achievement for our students.

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 2015, the number of suspensions at BTECH will be 10% less than the citywide average as evidenced by the OORs report.

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"> 3. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 4. 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). 5. Strategies to increase parent involvement and engagement 6. Activities that address the Capacity Framework element of Trust | | | |
| <ul style="list-style-type: none"> • BTECH will be a culture of success, reflected in the school’s mission, which calls for every student to graduate with deep knowledge, and technical and communication skills so that software companies will compete to recruit them. Students and families will know, from their initial contact with the school, that the school holds high expectations for each and every student; that every adult in the school believes passionately that with effort and perseverance, each child can be successful. We will look for teachers that believe in high expectations for all students, not from blind faith in the prevailing rhetoric, but from their own experience in helping students excel. We will “demystify” what it takes to be successful by clearly stating the criteria for success for every BTECH class, how | All students | Septembet 2014 – June 2015 | Principal, Lead Teacher, Guidance Counselor |

| | | | |
|---|--------------|----------------------------|---|
| <p>student work will be assessed and by sharing examples of student work that meet the criterion. Standards and expectations will be posted in classrooms in language students can easily comprehend. We will help students understand what it means and takes to be successful in college and the world of work, through internships and community service opportunities. We will celebrate success publicly by establishing year-end and other school-wide ceremonies that highlight students' academic and other successes in absolute terms, and for significant improvement relative to past performance.</p> | | | |
| <ul style="list-style-type: none"> • BTECH will be a culture of caring and mutual accountability. Students try harder and achieve at higher levels if they feel that their teachers are interested and supportive of them within a supportive community of peers and adults. A primary means for developing such relationships will be small-group advisories. The parents of students in an advisory will be encouraged to form their own small support network to join forces in the pursuit of success for all of their children, and to provide these adults their own enduring point of connection to the school. Teaching teams will provide another structure to ensure that every student is known well by multiple adults in the school. Teams will spend at least one of their common planning periods per week focused on “what’s happening” with one or more of their students, and making sure that each student is on track toward success. Students will be accountable for tracking and defending their progress by leading the discussion at periodic grade conferencing with their parent/guardian and advisors. These student led conferences will foster the skills in self advocacy in our students. | All students | September 2014 – June 2015 | Principal, Lead Teacher and Network Group Leaders |
| <ul style="list-style-type: none"> • BTECH will be a culture of inclusion and empowerment. There will be opportunity and effort made to ensure that every student and family feels connected to the school and has a voice in its continuous evolution. Each school year will begin with a week of orientation and team building activities for students and their families within advisory groups, by grade level, and school wide. This week will focus particularly on helping students and families understand what it means to be an early college CTE school. A regular ritual of the school will be a “Quaker style” town hall meeting where students; faculty and parents may raise issues of concern to the BTECH community. Students’ voice in the workings of the school will be heard through advisory, and through democratic structures such as a Student Council where their substantive input will be sought on important issues ranging from course offerings to school discipline policy. Parents will be provided meaningful opportunities for participation in this work, as well as having their own Parent Council tasked to support and advocate on behalf of their children’s learning. | All parents | October 2014 – June 2015 | Community Associate and Lead Teacher |
| <ul style="list-style-type: none"> • BTECH will be a safe place – physically, emotionally, and intellectually— largely because of the supportive, mutually | All students | Septemebr 2014 – June 2015 | All Staff at BTECH |

| | | | |
|---|--|--|--|
| <p>accountable relationships between members of the school community established through the structures and processes noted above. These relationships will be further strengthened through the school's disciplinary policies and strategies for encouraging exemplary behavior. There will be a clear and common set of rules governing student and staff behavior that uphold the Chancellor's regulations in terms of infractions and consequences. There will be zero-tolerance for any physical, sexual or verbal abuse on the part of students or adults, including disparaging remarks reflecting ethnic and racial differences, and bullying. School rules will be implemented with consistency and fairness, the consequences of misbehavior will be known, and teachers', administrators 'and students' roles in handling disciplinary problems will be clearly articulated. When a student needs to be disciplined, it is an opportunity for all parties involved in the incident to reflect on their choices and consider productive alternatives to think and behave in accordance to our school expectation and culture.</p> <p>Apart from "non-negotiable" aspects of the school's disciplinary policy, exemplary student behavior will be encouraged by consistently including student input in the development of classroom and school codes of conduct. Ensuring that students have the opportunity to shape the school's norms of behavior stimulates them to observe school rules because it taps into and supports their own understanding of what is fair and just. Classroom rules, jointly developed by teachers and students, will be posted in the form of a list of agreements or "classroom constitution" and used by students and teachers as the basis for monitoring their own and others behavior.</p> | | | |
|---|--|--|--|

Part 4 – Resources Needed

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

SAP mentor assigned to each students; iCuldbe.org platform for mentoring program; Student leaders trained as mediators to assist with student to student confrontation in order to promote a sense of safety and support; full time guidance counselor to develop Network Group lessons around social emotional skills development

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.

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| |
|--|

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:

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

- Regular check-in with the school's planning team consisting of college faculty, industry partners, school staff and parents/guardians
- Informal gatherings at the school including a "community breakfast" table and special programs allowing students to demonstrate portfolios of their work and performance
- A deep collaborative relationship with our college and industry partners to ensure the integrity of the six year course sequence and technical training
- A strong relationship with local media groups including ethnic newspapers and radio stations to help communicate programs and opportunities at the school
- Joint leadership councils with other campus schools for students, staff and parents
- Curriculum audit of network group lessons to ensure alignment of essential skills to that of the mentoring program

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

| | | | | | |
|-----|--|--|-----|--|----|
| 9. | Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| 10. | 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

- 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).
- 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.

As part of the new teacher evaluation system, the Danielson Rubric will be used to improve classroom instruction and assist students in making progress in all content areas. Students in all subject (Algebra, Social Studies, ELA, and Physics) areas participated in a performance task to determine their current skill and content abilities. Collaboratively, teachers determine the common trends amongst student and specific population areas.

According to the Capacity Framework Element, BTECH’s strengths and needs are the following:

Strengths:

- Participation amongst staff members in our Wednesday, weekly Professional Learning time to track trends and discuss progressive teacher practices.
- Various in-house Professional Developments hosted by the UFT Teacher Center (i.e. Book Clubs/ Shared Lessons/ Student work analysis, lesson study and model lessons)
- External Professional Development opportunities to: Interpret Data, Develop Deep Thinking for Math Content, Writing and Reading Strategies, Literacy in all Subject Areas and instructional leadership.
- Generating academic and behavior anecdotes in Daedalus to communicate amongst teachers and family members

Needs:

- A development of structure benchmark assessments and assessment dates.
- Our UFT Teacher Center site-coordinator will establish a space for teachers to develop and learn new teaching strategies and turnkey information in order to maintain a professional growth mindset.
- Further staff development need to be explored in order to effectively interpret and analyze data (test results and periodic assessments) and using data to inform instruction and professional learning plan
- Also, our annual goal is to collaborate in professional learning every Wednesday to discuss pedagogical methods in order to collect and analyze data and student assessments.
- Content area teachers will create informed instructional decisions based on data. Content area teachers will modify units and curricula to respond to student needs

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.

Our annual goals are to have 100% of staff members collaborate in a lesson study. The lesson studies will provide content teachers support to incorporate progressive teaching practices into their classes. Intervisitations will be arranged in order for teachers of similar and different content areas to observe teachers on various teaching levels.

- Teacher will incorporate 1-2 new teaching techniques into their practice by incorporating them into their lesson plans.

- Teachers will determine the strategies by being given feedback from coaches, administrators and colleagues.
- All teachers will complete a lesson study by February 2015.

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> |
|---|--|---|--|
| 11. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 12. 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). 13. Strategies to increase parent involvement and engagement 14. Activities that address the Capacity Framework element of Trust | | | |
| Administrators will be trained through talent coach on site visit and Citywide Advance study group to become fluent in using the Danielson framework for observing lessons and providing substantive feedback. | Principal and lead teacher | 9/2014 – 6/2015 | Principal and lead teacher |
| ELA/ Math Learning Lab Teams- Develop scaffolds and supports in content skills for target student populations. Content Common Planning Time- Allows teachers to collaboratively make curricular adjustments according to trends and student needs as observed in assessments and data collection. | Content Area Teachers (STEM/ Humanities) | 9/2014 – 6/2015 | Learning Lab Coordinators Content coordinator |
| Weekly Professional Learning- In order to generate a culture of learning, weekly PL sessions will be held to address progressive teacher practices, analyze student data and generate curriculum to address student needs. | All teachers and staff | 9/2014 – 6/2015 | Professional Learning Team/ Principal/ UFTTC Coach |
| Lesson Study/ Demo Lessons- In order to support novice teachers, lesson studies along with intervisitations will be arranged regularly. -Teachers will focus on Danielson Framework (Domains 1-3) | All teachers | 9/2014 – 6/2015 | Principal, UFTTC Coach, 1 st Year Teachers |

Part 4 – Resources Needed

| |
|---|
| Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc. |
| We will need substitutes in order to get their classes covered to attend Professional Learning opportunities and contribute to intervisitations. Modification of teacher program to respond to the needs of collaboration, lesson studies and timely feedback. |

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. | | | | | | | | | |

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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:

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

Teacher observation data will be reviewed by all administrators at four points during the school year. A teacher observation schedule will be posted to all administrators and teachers. Mid-February, a survey will go out to determine teacher needs in professional growth. Mid-February a review of the mid-year periodic assessments of students in all content areas (January’s Mock Regent Week).

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

| | | | | | |
|-----|--|--|-----|--|----|
| 17. | Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| 18. | 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 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

- 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).
- 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.

The professional development model will be designed to meet several goals. On one level, we will work with staff to strengthen their knowledge base in literacy, numeracy, other content areas, and integration of CCLS standards into their respective curricula. A deeper understanding of their content areas as related to the standards will definitely enhance the quality of the real world problem solving tasks they will design. The second level, to be implemented concurrently, will focus on effective practices in the delivery of differential instruction rooted in how young adult brain learns; this will include the basic literacy strategies that cut across content areas. For example reciprocal teaching, writing to learn, structured note taking and vocabulary instruction, etc.

We want professional development to be an integrated part of the school’s instructional fabric. We want to promote teacher-developed professional development activities over which teachers take ownership. All staff meetings will be centered on a professional development component. Where expertise is available internally or through our partners, we will utilize it for in-service training. When such expertise is not available, we will proactively seek it. Particular attention will be paid towards ensuring that the teachers have a clear understanding of what it means to learn at the level required of the CCLS as most may not have that experience in their own formal education. Furthermore, our industry partner will be heavily relied upon to help the staff understand of the habits and behaviors of employees in the software industry. Periodic staff retreats will be scheduled to assess our instructional programs and student support services; this will allow the school to evaluate its strengths and challenges; and plan for improvement.

Common planning times will be scheduled during the school day for teachers to meet in different team configurations. Teachers will meet in horizontal teams – across content areas on one grade level – to pool their insights about the learning style and skills strengths and weaknesses of individual students; develop strategies to address the students’ barriers to academic progress; and develop interdisciplinary projects. Teachers will also meet in vertical teams – same content areas across grades including college faculty and industry advisors – to develop the learning outcomes and pull out the enduring understandings of a subject; develop scope and sequence across grades; align instruction to the Common Core standards; and integrate essential skills into the curriculum. The purpose is to encourage teachers to take responsibility for their professional development, rather than relying heavily on top down delivery of professional development in which teachers are passive recipients of information. This approach mirrors the philosophy of learning for students in our school. The intent is to have systematic, but individualized, professional development that supports teachers and builds a common school culture.

The supervision and evaluation of teachers will be in accordance with the teacher evaluation systems outlined in the 3012C regulations. Additionally, all faculty and staff members will be asked to set their own professional goals for the year through the development of a Personal Professional Plan (PPP.) Staff will meet individually with school leader(s) to discuss goals and create a plan of action in order to identify supports and resources. To prepare for the individual goal setting meeting, staff will reflect on their practice (teaching, student support, parent engagement, etc.), and personal beliefs that are used in their daily work. The following prompts may serve as a guide to aid in this reflection:

- In terms of classroom instruction, by the end of the year, I want to be able to say that I have... and my students have...
- Personally, I want to have opportunities to grow in the following...
- Some of the things I need from my colleagues and supervisors for a successful year are...

Our professional development curriculum will focus on infusing balanced literacy across all content areas and integrating essential skills into the curricula. The PD activities will be facilitated through use of protocols to ensure active listening, equitable and thoughtful engagement by all members of the faculty. The following are examples of models we will use to foster collaboration and sharing of best practices amongst teachers:

- A buddy system where an effective teacher is paired with a developing or early career teacher
- Inter and intra visitations that allow teachers to form network with teachers from other schools with similar models
- Lesson study where teams of teachers study the process of lesson planning and delivery
- Instructional rounds to support administration and faculty build a shared vision of high quality instruction across all classrooms
- Critical friends groups as learning communities using protocols to encourage faculty to challenge deep-seated assumptions about teaching and learning, gain different perspectives about their students, surface troubling issues of equity in schools, and take up questions connected to the purpose of school
- Field visits with colleges and industry partner in order to co-construct common language and vision for our school model

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 100% of the teachers being rated on the Danielson Framework will demonstrate gain in all eight (8) focused indicators by at least one (1) level on observation reports.

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> |
|---|--|---|--|
| 19. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 20. 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). 21. Strategies to increase parent involvement and engagement 22. Activities that address the Capacity Framework element of Trust | | | |
| Japanese Lesson Study with principal/lead teacher and content team; mentoring and model lessons for early career teachers | All teachers | September 2014 – June 2015 | Principal |

| | | | |
|---|--|---------------------------|---|
| Positive Behavior Intervention Strategies analyzed and selected to implement school-wide | All teachers and staff | December 2014 – June 2015 | Principal, Special Education Coordinator |
| Professional Performance Plans for all staff – including funds dedicated to specific professional development for each teacher to work towards addressing their professional goals. | All pedagogical staff | September 2014- June 2015 | Principal, Teacher center Coach, Lead Teacher |
| Selected staff will attend Network Leadership training as well as Network Administrator training and share learning with team at professional learning sessions weekly | Leader teacher, Social Studies Teacher | October 2014 – May 2015 | Network Leader, Principal |

Part 4 – Resources Needed

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

Professional Development Block after school on Wednesdays, funds for coverages

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:

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

Japanese Lesson Study mid-point benchmark will be February 2015

PBIS midpoint benchmark will be March 2015

Personal Professional Plan progress mid-point benchmark will take place in February 2014

Network leadership Training midpoint benchmark will be assessed

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

| | | | | | |
|-----|--|--|-----|--|----|
| 25. | Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
|-----|--|--|-----|--|----|

26. 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

- 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).
- 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.

Parental involvement takes place during parent-teacher conferences, School Leadership Team meetings and PTA. Parents are also kept informed by newsletters that are sent out on a monthly basis. Each newsletter contains information regarding the school’s academic and extra-curricular programs, and other important news concerning the school. Furthermore, teachers, school aides, and administrators are in frequent contact with parents regarding issues related to attendance, instruction, and/or extra-curricular opportunities. Parents attend open houses and parent information sessions, where they have the opportunity to meet with our leading partners. Parents are also involved in numerous after-school activities sponsored by our PTA, such as Family Fun Nights and Multicultural Festivals, where they share their culture’s food, fashion, music, etc.

Our college liaison works closely with our PTA in order to plan additional events for and with our parents. These include parent support workshops in such areas as how to talk with your child about his or her school needs, as well as strategies for monitoring and supporting your child’s studying needs in the home.

We also provide each parent with a handbook that describes all the programs and policies of our school, contact information, and tips for academic success.

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 June 2015, 10% of the families will have attended at least two school wide events.

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> |
|---|--|---|--|
| 27. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 28. 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). 29. Strategies to increase parent involvement and engagement 30. Activities that address the Capacity Framework element of Trust | | | |
| School messenger calls made in English and Spanish for all school announcements | All families | September 2014 – | Community associate |

| | | | |
|--|--------------|----------------------------|------------------|
| | | June 2015 | |
| Multiple social media outlet: website, emails, facebook, twitter keep parents and students informed on a regular basis | All families | September 2014 – June 2015 | Tech coordinator |
| PTA outreach to families, selection of class parent to serve as link between school and families for individual class | All families | September 2014 – June 2015 | principal |
| | | | |

Part 4 – Resources Needed

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

School messenger, website

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.

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:

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

Attendance of parents at Student led conference and individual outreach to families who didn't attend

Periodic surveys of family satisfaction of school

Network group leaders outreach to families

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

| | | | | | |
|-----|--|--|-----|--|----|
| 33. | Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
|-----|--|--|-----|--|----|

34. 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) | <p>Classroom performance, 8th grade scores, scholarship report, baseline assessments</p> <p>Mandatory tutoring.</p> <p>Ongoing contact with parents</p> <p>Progress reports distributed to students and parents every six weeks</p> <p>Student referrals to guidance counselors</p> | <p>Learning Lab tutoring, after-school tutoring</p> <p>Small group</p> <p>Phone calls/Engrade and Daedalus online grading system/parent meetings</p> <p>Printed copies/ One-to-one meeting</p> | <p>Small group tutoring</p> | <p>During school, afterschool</p> |
| Mathematics | <p>Classroom performance, 8th grade scores, scholarship report, baseline assessments</p> <p>Mandatory tutoring. Ongoing contact with parents</p> <p>Progress reports distributed to students and parents every six weeks</p> <p>Student referrals to guidance counselors</p> | <p>Saturday School Regents Prep, Learning Lab tutoring, after-school tutoring</p> | <p>Small group tutoring</p> | <p>Saturdays, during school, afterschool</p> |

| | | | | |
|---|--|---|-----------------------------------|--|
| Science | <p>Classroom performance, scholarship report, Mandatory tutoring. Ongoing contact with parents</p> <p>Progress reports distributed to students and parents every six weeks</p> <p>Student referrals to guidance counselors</p> | <p>Learning Lab tutoring, after-school tutoring</p> | <p>Small group tutoring</p> | <p>During school, afterschool</p> |
| Social Studies | <p>Classroom performance, scholarship report, baseline assessments</p> <p>Mandatory tutoring. Ongoing contact with parents</p> <p>Progress reports distributed to students and parents every six weeks</p> <p>Student referrals to guidance counselors</p> | <p>Saturday School Regents Prep, Learning Lab tutoring, after-school tutoring</p> | <p>Small group tutoring</p> | <p>Saturdays, during school, afterschool</p> |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | <p>Network Group Leaders track student progress</p> <p>Parent input, informal teacher assessment, self-advocacy by student</p> <p>Counselors keep ongoing logs of outreach, meetings and services for at risk students.</p> <p>Referrals to outside agencies are given to families when necessary.</p> | <p>Individual Counseling by guidance counselor</p> | <p>Small group and individual</p> | <p>During the school day</p> |

| | | | | |
|--|--|--|--|--|
| | School Psychologist is used in CSE evaluations | | | |
|--|--|--|--|--|

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>Every effort is made to support new teachers and promote the appropriate professional growth required to teach dynamic, rigorous lessons. School-wide and differentiated professional development opportunities are provided to help teachers meet school goals, individual professional goals and work appropriately with all students. Strategies for recruitment, retention, assignments and support:</p> <ul style="list-style-type: none"> - Administration will attend career fairs through the Department of Education and School Network to recruit Highly Qualified Teachers. -The school will continue the policy of hiring only teachers who meet the NCLB criteria for Highly Qualified Teachers. BEDS reporting will routinely be checked to make sure we have highly qualified staff. - Teachers will be given extensive professional development opportunities to develop their content knowledge and teaching pedagogy. Professional development will be offered in the school, along with offering opportunities outside of school. - First year teachers will be assigned a mentor to provide guidance in their work. - Teachers will be afforded mentor services even if they are not in their first year. - The Danielson Competencies will be used as a tool to observe teachers, give feedback and inform their instruction for the purposes of development. Teachers will meet with Administration to review observations, share feedback and develop action plans leading to measurable goals. - Special focus will be paid to adherence of the Citywide Instructional Expectations |

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>Professional developments are developed based on the interest and areas of improvement of teachers. All teachers are provided with a pd and a comprehensive handbook of teacher expectations, information about school and district that includes the name and duties of staff members, administrative procedures, curriculum and community. In addition, teachers, discuss, evaluate, and analyze data across content area and create an action plan based on findings. Strategies utilized for the stated goal (accountable talk) would include but not limited to: peer observations followed by debriefing of best practices, sharing of best practices during content area meetings and pairing new teachers with the most experienced ones.</p> <p>Strategies utilized for the stated goal would include but not limited to: peer observations followed by debriefing of best practices, and sharing of best practices during content area meetings during weekly PD meeting Teachers can also have discussion on evaluating and analyzing particular students' academics and behavior through these meetings.</p> |

Students can be invited as well as parent/ guardian to these discussions to discuss such findings and create an action plan. The action plan would focus on strategies in helping the student improve his or her grades and/or behavior. Strategies to recruit and retain teachers include workshops, having a staffed UFT Teacher Center, training for teachers during professional development hour every Wednesday for 2 hours, mentoring/team teaching, e-mailing staff about resources, and sending staff on outside professional development to observe other school's best practices.

Part 3: TA Schools Only

3a. Use of Program Resources

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

Instructional materials; absence coverage for teachers to attend professional development; partial funding of an ELA and math teacher for collaborative team teaching.

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).

n/a

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 | \$42,349 | | Pgs. 16 and 19 |
| 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) Template

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. **Business Technology Early College High School (BTECH)** 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. **Business Technology Early College High School (BTECH)** 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) Template

Business Technology Early College High School (BTECH), 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.