

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

**DBN: (i.e. 01M001):**

**10x077**

**School Name:**

**BEDFORD PARK ELEMENTARY SCHOOL**

**Principal:**

**CAROLYN HEREDIA**

## Comprehensive Educational Plan Outline

**Section 1: School Information Page**

**Section 2: School Leadership Team (SLT) Signature Page**

**Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)**

**Section 4: CEP Overview**

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

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

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

**Section 1: School Information Page**

**School Information**

School Level: Elementary School Number (DBN): 10x077  
School Type: Public Grades Served: Pre-Kindergarten and Kindergarten  
School Address: 3177 Webster Avenue, Bronx, NY 10467  
Phone Number: 718-696-6400 Fax: 718-696-6405  
School Contact Person: Carolyn Heredia Email Address: cheredi@schools.nyc.gov  
Principal: Carolyn Heredia  
UFT Chapter Leader: Sugely Reyes  
Parents' Association President: Algenis Puntiel  
SLT Chairperson: n/a  
Student Representative(s): n/a

**District Information**

District: 10 Superintendent: Melodie Mashel  
Superintendent's Office Address: One Fordham Plaza  
Superintendent's Email Address: [Mmashel@schools.nyc.gov](mailto:Mmashel@schools.nyc.gov)  
Phone Number: 718-741-5852 Fax: 718-741-7098

**Cluster and Network Information**

Cluster Number: 5 Cluster Leader: Debra Maldonado  
Network Number: 571 Network Leader: Lynette Gustafarro

## 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)
Carolyn Heredia	*Principal or Designee	
Sugely Reyes	*UFT Chapter Leader or Designee	
Algenis Puntiel	*PA/PTA President or Designated Co-President	
n/a	DC 37 Representative, if applicable	
n/a	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	
Niulka Aybar	UFT member	
Liridona Dedushevic	UFT member	
Yaira Rodriguez	UFT member	
Juana Martinez	Parent member	
Rosario Vela	Parent member	
Romeo Lopez	Parent member	
Saranda Salibu	Parent member	
	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.	<b>Rigorous Instruction:</b> 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.	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	<b>Collaborative Teachers:</b> 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.	<b>Effective School Leadership:</b> 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.	<b>Strong Family-Community Ties:</b> 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.	<b>Trust:</b> 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:

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:

- 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.
- School strengths, accomplishments, and challenges.
- 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 Bedford Park School, P.S.77x opened in September 2014 as a zoned elementary school created to help alleviate overcrowding in District 10. It currently serves 111 students from Pre-Kindergarten to Kindergarten, in one Pre-Kindergarten class, and four Kindergarten classes, and by 2020 will serve students in Pre-Kindergarten through fifth grade. At Bedford Park Elementary School, our mission is for our staff, parents, students and the community to work collaboratively to provide our diverse student body with a high quality, standards based education in two languages. Through an environment that is supportive of the needs of the whole child, we will help students grow to become confident individuals, creative thinkers and problem solvers, prepared to succeed in our global community. Our core values are represented in our motto: *We R.I.S.E. to the challenge*. Respect, Innovation, Support and Effort are the values that guide our work and are present in every action and interaction that takes place within our school community.

At inception, P.S.77x offered English and Spanish through a 50:50, side by side model in Kindergarten. Community outreach efforts that began prior to, and continued throughout the Kindergarten application process showed high interest and acceptance from the community for this program. As more students continued to enroll, and the first days of school transpired, the needs of the community painted a different picture, which led to some changes in the program. In order to meet the needs of all of our students, and the community we serve, the program was adapted to offer an English only class along with three self-contained dual language classes. While the need to adapt the program three weeks into the school year was a challenge at the time, maneuvering this shift early on, while still maintaining full support from the community and garnering the necessary resources was a great feat.

The school has adopted Ready Gen and Go Math as the core curricula for reading and math respectively. Using a balanced literacy approach with an emphasis on explicitly teaching knowledge and skills through authentic reading and writing experiences, Kindergarten teachers prepare students with strong foundational skills. In addition to the high quality standards based curriculum we use, and the special features of our school which include the dual language program, emphasis on global education, service learning and strong partnerships with the community and outside organizations, the school offers a music program which enhances the academic program. Partnerships with community based organizations such as Fan4kids, and Generation On also help us meet our goals of educating the whole child. Fan4kids promotes healthy lifestyles through lessons in nutrition and fitness instruction. They also help extend the learning to each of our students' home lives through newsletters, monthly parent workshops, and quarterly community fitness events. In partnership with Generation On, teachers are provided with training and guidance in implementing community service events, and offering service learning experiences that will help instill a sense of global responsibility in our students. Our mission to develop students into individuals that are prepared to succeed in a global community will be achieved in part through the systematic integration and use of the Global Competence Matrix, which will serve as a guide in detailing the knowledge, skills and disposition we must promote in order that our students develop global competency.

As a school with a student population of over 25% Ells that speak over five different languages, the development of oral language skills has been adopted as a key area of focus for this school year. With this as our focus, teachers concentrate on providing explicit instruction and support in vocabulary development, and

other oral language skills through targeted instruction via small groups, opportunities for students to engage in center based learning experiences, and frequent think, pair, shares, and other practices. In addition to this focus, P.S.77 is committed to ensuring that students acquire, and are able to demonstrate strong foundational skills in literacy and numeracy by the time they enter the first grade.

## 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.

As a new school with Pre-Kindergarten and Kindergarten students, offering a Spanish/English Dual Language program, P.S.77 provides an opportunity for students to acquire, and develop skills in a second language while receiving high quality instruction that is aligned to the Common Core Learning Standards. By way of the Dual Language program, and other structures such as the service learning projects that are integrated into the content area curriculum, and the Positive Behavior Intervention Supports that promote positive social-emotional development, students at P.S. 77 will be prepared with the skills required for college and career readiness in the 21<sup>st</sup> century.

Based on the analysis of student data gathered from the baseline assessments conducted in September 2014, we have identified the need to provide more targeted instruction through differentiated practices within small groups as a way to provide more rigorous instruction and ensure that students are performing on grade level by June 2015.

### 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, at least 70% of our students will perform at or above grade level in reading and math, as evidenced by the reading and math spring Measures of Student Learning assessments.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>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).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
With support from school administrator and network level instructional coaches, teachers will continue to implement and adjust the scope and sequence for the school-wide curriculum to ensure that the instructional shifts are being addressed -teachers attend ELLs, ELA and Math K-5 PLCs run by the network -administrator conducts regular visits to classrooms and provides feedback -teachers engage in collaborative planning and Professional Learning	All students	September-June 2015	Principal will coordinate dates with Network coaches. Teachers will turnkey information from outside PD.

Communities			Administrator will allocate time and structures to facilitate collaborative practices. Teachers will facilitate meetings and contributing to the group.
<p>In ELA and math, teachers will provide targeted instruction based on the needs of students by implementing small group instruction that is differentiated.</p> <ul style="list-style-type: none"> <li>-Provide teachers with training in the use of data management systems such as Mastery Connect, School Net, and Teaching Strategies Gold Online (Pre-Kindergarten) to create more effective practices for assessing and monitor students' mastery of standards</li> <li>-Using disaggregated data from the systems specified above, teachers will strategically implement instructional practices that will provide multiple entry points and support to all learners</li> <li>-Gather and analyze data with the data team during monthly meeting and one on one <i>Data Chats</i> with principal after the benchmark assessment period</li> <li>-Incorporating reflective practices into the formal observation process by providing a structure for pre-observation meeting that includes conversation about data driven instructional decisions</li> <li>-Engaging in books studies and other PLC activities around differentiated instruction and using data</li> <li>-Implement RTI structures to ensure that students identified as at risk will receive support outside of the classroom, in addition to the support provided by the classroom teacher</li> </ul>	All students Pre-Kindergarten and Kindergarten	September 2015-June 2015	Principal will provide teachers schedule for attending workshops, trainings and team meetings. Meetings will be facilitated by a group facilitator who will be assigned on a rotating basis.
<p>In the Dual Language program, students' performance data is collected in English and Spanish and progress is monitored in both languages for ELL as well as for EP students. Data is analyzed, and students that have not made progress are identified for additional support, and referred to the Response to Intervention/ Pupil Personnel team.</p> <ul style="list-style-type: none"> <li>-Use F&amp;P Benchmark Assessment System for ELA data, and Sistema de Evaluacion de la Lectura for Spanish Language Arts (SLA) data</li> <li>-Use Go Math end of unit assessments and checkpoints in English and Spanish to identify common needs, plan instruction and develop groups.</li> <li>-Develop checklists and other teacher-friendly systems for documenting evidence of understanding (i.e. formative assessments)</li> </ul>	All students	September-June 2015	Classroom teachers will administer benchmark assessments based on school's data calendar. Classroom teachers will consistently use the systems developed to record information gathered through formative assessments. Administrator will monitor for fidelity in implementation through classroom

			visits, data chats, review of data binders, etc.
Throughout the school year, during Monday PD sessions, the staff will engage in series of book studies using the following professional texts: <ul style="list-style-type: none"> <li><i>Differentiated Reading Instruction: Strategies for the Primary Grades</i></li> <li><i>Balanced Literacy for English Language Learners, K-2</i></li> <li><i>Smarter Charts K-2: Optimizing an Instructional Staple to Create Independent Readers and Writers</i></li> </ul>	All students	September-June	Team facilitator who is assigned on a rotating basis will lead PLC's and books studies. Principal will monitor for implementation by collecting attendance sheets, visiting classrooms for evidence in practice and reviewing student data.

#### **Part 4 – Resources Needed**

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

- Funding for materials and resources in the form of books for each book study, instructional supplies for implementing differentiated instruction
- Adjust the schedule to provide coverage so that teachers can have common planning time to work together during the school day
- Identify facilitator that will be responsible for ensuring that study group sessions are productive (i.e. keeping to an agenda, planning next steps, etc.)
- RTI structures (i.e. team, documentation, AIS provider, materials ) to support students that are not making progress with addition support
- Funding for an F-status position to provide AIS for students

#### **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	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.									
N/A									

#### **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.

- Mid-point benchmark progress will be administered in February 2015 using F & P Benchmark Assessment
- Classroom observations, student work sample
- Data binders as evidence of progress monitoring (ex. Focus for Instruction sheets, conference notes, running records).

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

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?	<b>x</b>	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

- |    |   |
|----|---|
| 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.  |

Based on the information collected from parents during the registration process, over 20% of our students entered Kindergarten this year with no prior schooling. Teacher’s anecdotal notes and informal assessments, along with evidence gathered through classroom visits, provided evidence that there was a noticeable difference in the way students that did have prior schooling experience behaved and engaged in the learning as well as in their social skills and self-regulation skills, as compared to those that didn’t.

As it relates to the Capacity Framework element, the challenge we face as a new school is unifying our school community under a common belief about the elements of a supportive school environment. Since this is a newly established community and each member brings different experiences and skillsets, it is all the more important to establish and communicate a clear vision and belief for what our school culture will be. Notable strength can be seen in the structures created prior to the beginning of the school year. The creation of an outline for our school behavior system and PBIS structures were available to teachers in August. With this information teachers were able to contribute their ideas, and become part of the decision making process, and collectively flesh out the details for the existing school wide PBIS system.

### 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 – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
	By June 2015, 100% of our classes in Pre-Kindergarten and Kindergarten will participate in the prevention and intervention program that provides explicit instruction within the classrooms, and school-wide, to promote positive social-emotional skills.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <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			
School-wide PBIS systems that include awarding Globe Points to classes for adhering to the established behavioral norms, and celebrating the winning class, as well as individual Students of the Month (one per class) at monthly school wide assemblies <ul style="list-style-type: none"> <li>• Training was provided over the summer to communicate</li> </ul>	All students	October 2014 to May 2015	Principal will communicate the behavior expectation and will secure

<p>behavioral expectations</p> <ul style="list-style-type: none"> <li>Behavioral expectation matrix were created and posted for each area of the school (i.e. classroom, cafeteria, hallway, and playground).</li> <li>Globe points are issued by out of classroom school staff to classes exhibiting the expected behaviors throughout the day to celebrate and recognize those classes that evidence the expected behaviors. The class that earns the most Globe Points throughout the month will be recognized at the monthly assembly, and will be celebrated with a special experience.</li> </ul>			<p>resources for recognizing and celebrating non-academic achievement All staff members will enforce the behavioral expectations All out of classroom staff will be responsible for providing the Globe Points Guidance Counselor will facilitate monthly assemblies and tally up points for each class</p>
<p>In collaboration with the classroom teacher the guidance counselor provides explicit instruction to students during weekly visits to the classroom teaching positive social-skills and conflict resolution strategies. This structure provides additional support for teachers in addressing children’s social-emotional needs within the classroom.</p>	<p>All students Students identified as at-risk</p>	<p>November 2014- May 2015</p>	<p>Guidance counselor will schedule classroom visits Classroom teacher will co-teach and provide assistance while counselor delivers lessons.</p>
<p>Maintaining parents as partners through open communication as follows:</p> <ul style="list-style-type: none"> <li>Weekly folders</li> <li>Grade level Newsletters sent home monthly, or bi-monthly basis</li> <li>Open Classroom monthly (Kindergarten) and weekly (Pre-Kindergarten)</li> </ul>	<p>All parents</p>	<p>September 2014- June 2015</p>	<p>All teachers will collaborate to create a grade level newsletter School aide will ensure that newsletters go out to parents in the weekly communication folder Teachers will create a plan for the Open Classroom session and encourage parent participation through reminders and personal connections.</p>
<p>Implementing the Collaborative Problem Solving Approach to dealing with behavioral challenges.</p>	<p>Students identified</p>	<p>February 2015- May</p>	<p>Principal will secure book <i>Lost</i></p>

<ul style="list-style-type: none"> <li>Engage in a book study as part of training before implementing CPS</li> <li>Pilot the techniques in guidance program and one classroom teacher before implementing school wide</li> </ul>	at-risk due to behavioral challenges	2015	<i>at School</i> by Dr. Ross W. Greene and will hold book study Ms. Y. Rodriguez, guidance counselor Ms. L. Dedushevic, ICT gen.ed. classroom teacher Ms. R. Davydov, sped. Teacher Ms. M. Russell,
--	--------------------------------------	------	---

**Part 4 – Resources Needed**

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

- Guidance counselor will provide schedule for the social-emotional lessons in the classroom
- Use Tuesday parent engagement time to prepare Newsletters
- Schedule of dates and topics/focus for Open Classroom sessions
- Resources for recognition and celebration of expected behavior (ex. Movie and popcorn, trips, extra recess, dance party)

**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	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
---	-----------------	---	----------------------	--	------------------	--	------------------	--	---------------

List below any additional funding sources that will be utilized to support achievement of the goal.

n/a

**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:

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

Progress towards this goal will be assessed using classroom observations, increase in Globe Points awarded throughout the school and teacher’s anecdotal records of student progress in social situations. Progress toward this goal will be measured during the month of February 2015.

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

11. Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	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.  |

As a first year school that is bringing a team together around the same mission and vision for the first time, we are presented with the expected challenges of developing strong systems, and unifying our efforts to work effectively towards a common goal, in the name of student progress. The pedagogical staff has, on average, six years of teaching experience, and a wealth of other professional experience and skills that make this a promising team. The strengths as they relate to Collaborative Teachers can be identified as follows:

- administrator’s commitment to professional development and growth
- positive school culture where everyone feels like they belong, and are valued
- positive relationships evidenced by friendly and collaborative practices that surpass neutral collegiality

The needs, as mentioned above, are based on the fact that this is a newly established team that is working together for the first time, to develop those common and consistent practices that are reflected throughout highly effective schools. This goal will also fulfill the Citywide Instructional Expectation for 2014-2015 of promoting collaborative professional learning.

### 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, 100% of the pedagogical staff will be part of one or more school –wide team(s) to ensure there is cross-articulation of needs and support throughout the school community, and that all efforts are aligned to, and support the school’s instructional goals.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
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			
In collaboration with the Consultation Committee, 35 minutes of Other Professional Work once a month on Tuesdays, has been designated for collaborative planning.	Classroom teachers	October 2014-June 2015	Classroom teachers, UFT Chapter leader,

			principal
Classroom visit observation reports will be used to identify patterns of needs and to determine topics for professional development opportunities. Teachers will conduct learning walks at least twice a year to identify school-wide patterns and trends.	Classroom teachers	September 2014- June 2015	Principal will conduct observations and provide feedback
Teams will engage in book studies using <ul style="list-style-type: none"> <li>• <i>Using Data to Improve Learning for All Students: A Collaborative Inquiry Approach</i></li> <li>• <i>Balanced Literacy for English Language Learners, K-2</i></li> <li>• <i>Smarter Charts K-2: Optimizing an Instructional Staple to Create Independent Readers and Writers</i></li> </ul>	All staff members	September 2014- June 2015	Principal and group facilitator
Staff members are strategically identified and invited to participate in each team and represent a specific subgroup (ELLs, SWD). These individuals understand that they play an integral role in key decisions that affect student learning, more specifically, their respective subgroups (i.e. ELLs and SWDs).	All staff members	September 2014- June 2015	Principal, all teachers

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> <li>• Weekly common planning</li> <li>• Funding for purchasing professional books</li> <li>• Technology to facilitate collaboration and the exchange of ideas and resources</li> <li>• Funds to provide coverage or per session payment for activities outside of the school day</li> </ul>

**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	x	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
n/a									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> 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.				
Progress toward this goal will be measured during the month of February 2015.				
<ul style="list-style-type: none"> <li>• Meeting agendas</li> <li>• Sign in sheets</li> <li>• Classroom observation reports</li> </ul>				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes	No

22. 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

- |     |  |
|-----|--|
| 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.   |

As a school in its first year, beginning with a new staff and structures that are new to everyone, in order to ensure alignment and coherence between the expectation for student learning and instructional practices. The principal will consistently communicate clear expectations and monitor fidelity in implementation through a process that is transparent and effective.

### 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, the principal will conduct at least three informal visits to each classroom and provide feedback to each pedagogue, in addition to the mandatory amount specified by their observation choice.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <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			
Support will be differentiated based on the needs of each teacher -create a lab-site to facilitate learning -provide opportunities for inter-visitations -assign qualified mentors and support teachers new to the profession	All pedagogical staff	September 2014-June 2015	Classroom teachers, Principal,
In addition to the feedback provided after each visit, support in the form of resources, and specific recommendations will be provided. -for each classroom visit longer than ten minutes, feedback that is aligned to the Danielson Framework (for all teachers) and Foundation	All pedagogical staff	September 2014 - June 2015	Classroom teachers, Principal
Monitor progress towards established individual goals and implementation through informal conversations with teachers, classroom check-ins, collecting student data, one to one meetings with teachers, etc.	All pedagogical staff	September 2014- June 2015	Teachers set their own individual goals for professional growth and

			development for the year and monitor progress towards those goals through evidence in student work, feedback from classroom observations , etc. Administration provides support and feedback to teachers to help monitor goals.
In addition to the regular classroom visits, administrator will conduct monthly learning walks with Leadership Academy Coach and/or Network Instructional Coach.	All pedagogical staff	September 2014-June 2015	Administrator will schedule daily classroom visits. Teachers will be responsive to the feedback they receive and participate in professional development

**Part 4 – Resources Needed**

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

- coverage and scheduling to provide time for inter-visitations
- identify areas of expertise amongst staff or other available persons
- secure professional development resources
- coverage for teachers to attend professional 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	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.									
n/a									

**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:

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

Mid-point benchmarks indicating progress will be seen through improved practices in the classroom, progress in student levels of performance based on data collected, rotation of facilitators and presenters at team meetings. Progress will be monitored on an ongoing basis using

- agendas and sign in sheets as evidence of meetings and conferences

-student data showing progress  
Progress will be measured during the month of February 2015.

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

31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-----	--	-------------------------------------	--------------------------	--------------------------	--------------------------

32. 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 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.

The importance of parent involvement in schools is widely known, for research indicates that the parent involvement seems to be more important in a child’s academic success than socioeconomic status, race or education. Parent participation in schools becomes an even more important and challenging when working with English Language Learners and Students with Disabilities. When we consider that the student population at P.S. 77x consists of approximately 12% SWD and 28% ELLs and that nearly 95% of our population comes from a home where a language other than English is spoken, the focus of attracting parents and ensuring that they are active participants in their child’s schooling experience cannot be ignored.

In the area of Strong Family and Community Ties our strengths and needs have been identified as follows:

Strengths:

- Multicultural education through the Dual Language program
- Cultural and linguistic diversity amongst staff
- Supportive and inclusive school culture
- Existing partnerships with Fan4kids, Literacy without Walls, Bronx Children’s Museum, Generation On, St. Patrick’s Home, Lehman College, etc.

Needs:

- Working families in need of support (ex. Housing, medical, adult education, mental and physical health services)
- translation services
- preparing students and families for the digital world through access to technology from home
- funds to provide more resources in support of home literacy skills (ex. Books for a take-home library, parenting books, etc.)
- resources in the form of funds, human capital, materials to attract parents

### 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, parent participation in school-wide events at P.S.77x (e.g. workshops, open classrooms, celebrations, assemblies) will increase of 10% (20-25 additional parents).

### Part 3 – Action Plan

<p><b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <p>35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</p> <p>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).</p> <p>37. Strategies to increase parent involvement and engagement</p> <p>38. Activities that address the Capacity Framework element of Trust</p>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Provide monthly calendar and reminder of events to parents via the weekly communication folder and emails along with translations in the home language when available.</p>	<p>All parents and teachers</p>	<p>September 2014-May 2015</p>	<p>Administrator, school aide responsible for collecting and distributing weekly folders</p>
<p>Collaborate with SLT and PTA members to recruit parents through personal relationships and provide incentives in the form of raffles and prizes for families, and pizza parties or other celebrations for class with the highest parent participation rate.</p>	<p>All parents and teachers</p>	<p>September 2014- May 2015</p>	<p>PTA, SLT, guidance counselor, UFT Chapter Leader and administrator</p>
<p>Review sign-in sheets to monitor participation and ensure that parents of all subgroups are equally represented and consistently participating</p>	<p>All parents and teachers</p>	<p>September 2014-May 2015</p>	<p>administrator</p>
<p>Establish a Dual Language Committee comprised of members of the SLT to increase parent and community understanding and buy-in around the Dual Language program</p>	<p>Teachers, SLT</p>	<p>February 2015-May 2015</p>	<p>SLT members,</p>

**Part 4 – Resources Needed**

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>-resources for raffles and other incentives at parent meetings          -books for book study          -coverage for teachers to attend PTA meeting and functions held during the school day          -coverage for school aides and other available staff to assist with children during parent workshops</p>

**Part 5 – Budget and Resource Alignment**

<p>Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>									
<p>x</p>	<p><b>Tax Levy</b></p>		<p><b>Title I Basic</b></p>		<p><b>Title IIA</b></p>		<p><b>Title III</b></p>		<p><b>Grants</b></p>
<p>List below any additional funding sources that will be utilized to support achievement of the goal.</p>									
<p>n/a</p>									

**Part 6 – Progress Monitoring**

<p><b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <p>39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>40. Specify a timeframe for mid-point progress monitoring activities.</p>
--

Increase in parent participation evidenced by the sign in sheets  
Higher levels of satisfaction reported by parents on the school survey  
Progress toward this goal will be measured during the month of February 2015.

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

41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-----	--	-------------------------------------	--------------------------	--------------------------	--------------------------

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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Benchmark assessments using Fountas and Pinnell Benchmark Assessment system are administered four times a year. The results from the first three rounds of benchmark assessments are used to identify students that may be at risk, and provide additional support. Students that are performing below grade level and are not making progress in reading are identified as candidates for additional support and are referred to the RtI team. The RTI makes recommendations based on documentation provided through referral process, which may include student work and performance of the assessments	Students receive additional small group support through push-in or pull-out service. The activities may range from center activities to strategy groups based on the needs identified. Teachers provide these additional supports using research based strategies for teaching reading and writing. In Kindergarten AIS providers use the Foundations program.	Services are provided in small groups and one to one.	These services are provided throughout the school day.
<b>Mathematics</b>	Students are assessed daily using the check for understanding measures in each lesson, and at the end	Students receive additional support in small groups through guided groups and strategy groups using	Small group One on one	The service is provided during the school day.

	of every unit using the chapter tests. Based on this information, and other formative assessment data collected, students will receive additional support in order to meet the standards.	the GoMath core curriculum resources, and EngageNY units of study.		
<b>Science</b>	Student work is assessed after each lesson, and subsequent lessons and activities are formed based on this information.	FOSS Science Investigation Series is used in whole class lessons, as well as in small group with instruction that is differentiated based on needs and interests.	Small group and one to one	Service is provided during the day.
<b>Social Studies</b>	Student work is assessed after each lesson, and subsequent lessons and activities are formed based on this information.	Small group instruction and one to one support is provided during the school day.	Small group and one to one	Service is provided during the day.
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance sessions are provided to whole class as a preventive intervention and to students that have been identified as at-risk in a small group setting or one to one. Referral is made by teachers or parents, and service is provided by the guidance counselor.	Whole class Small group or one to one	Small group and one to one	During school day

## 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.

	<b>Schoolwide Program (SWP)</b>	x	<b>Targeted Assistance (TA) Schools</b>		<b>Non-Title I</b>
--	---------------------------------	---	---	--	--------------------

### 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.

Our commitment to recruiting and retaining highly qualified teachers leads us to partner with teacher preparation programs by forming connections with local universities and those that offer a specialization in Early Childhood and Dual Language Education. As a new school we have, and will continue to engage in the following recruitment efforts:

- Advertise vacancies reaching out to universities;
- Attend hiring fairs and other recruitment events;
- Host information sessions for interested candidates;
- Engage a committee in the interview process;
- Include a data analysis, model lesson, and writing sample as part of the interview process

Opportunities will be provided for teachers to assume leadership roles as follows:

- Team facilitators;
- Event coordinators;
- School liaisons between CBOs and schools;
- Mentor teachers;
- PTA representative;
- Member of school leadership team;

Differentiated support will be provided as follows:

- School based mentor;
- Participate in school-wide teams and committees;
- Attend workshops and professional development outside of school

#### 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).

All staff will participate in professional development activities, including, but not limited to the following:

- Monday professional development time to focus on topics like dual language program, oral language development, scaffolded instructional practices, differentiated instruction, balanced literacy, rigor in instruction, etc.)
- Weekly common preps to facilitate common planning, inter-visitations and collaboration;
- Participation at workshops help by the network and other DOE departments (Department of ELLs, );
- Online resources shared (ex. Engage NY, Common Core Library)
- Membership at professional organizations

### Part 3: TA Schools Only

#### **3a. Use of Program Resources**

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

Resources from the Targeted Assistance program have been allocated to support at-risk students socially, emotionally and academically through the following structures:

- Academic support is provided to at-risk and failing students through the RTI structures where an F-status teacher works with students inside the classroom to provide support in reading;
- Guidance counselor provides one to one and small group support to students that are at-risk based on teacher referrals;
- Additional mentoring support and training for new teachers to ensure that highly-qualified teachers are providing instruction to our at-risk population
- Provide workshops for parents and additional support to increase their participation and ability to support their children at home

#### **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 Targeted Assistance program within the regular educational program allows for the following to take place:

- provide teachers with professional development;
- F-status teacher to provide push-in services to students at risk;
- new teachers are supported by a mentor;
- workshops and support to parents

### 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.).

n/a

#### **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.

n/a

#### **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 codes<sup>1</sup>. 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 consolidated<sup>2</sup>. **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	n/a	n/a	n/a
Title I School Improvement 1003(a)	Federal	n/a	n/a	n/a
Title I Priority and Focus School Improvement Funds	Federal	n/a	n/a	n/a
Title II, Part A	Federal	n/a	n/a	n/a
Title III, Part A	Federal	n/a	n/a	n/a
Title III, Immigrant	Federal	n/a	n/a	n/a
Tax Levy (FSF)	Local	n/a	n/a	n/a

**<sup>1</sup>Explanation/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.

<sup>2</sup>The **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) for 10X077

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. P.S. 77 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. P.S. 77 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 1<sup>st</sup> 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) for 10X077**

**P.S.77X** 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 1<sup>st</sup> 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.