

2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

08X392

School Name:

BRONX DELTA SCHOOL

Principal:

DANIEL RACIC

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: PK-K School Number (DBN): -8X392
School Type: Elementary Grades Served: PK-K
School Address: 650 Hollywood Ave, Bronx NY 10465
Phone Number: 516-519-3358 Fax: 718-319-2450
School Contact Person: Daniel Racic Email Address: MrRacic@bronxdelta.com
Principal: Daniel Racic
UFT Chapter Leader: Stephanie Kohnken
Parents' Association President: Michelle Proscia
SLT Chairperson: _____
Student Representative(s): N/A

District Information

District: 8 Superintendent: Karen Ames
Superintendent's Office Address: 1230 Zerega Ave, Bronx NY 10462
Superintendent's Email Address: Kames@schools.nyc.gov
Phone Number: (212) 935-3783 Fax: (718) 828-6239

Cluster and Network Information

Cluster Number: 6 Cluster Leader: Jose Ruiz
Network Number: 607 Network Leader: Steven Chernigoff

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)
Daniel Racic	*Principal or Designee	
Stephanie Kohnken	*UFT Chapter Leader or Designee	
Michelle Proscia	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Tiffany Gonzalez	Parent Member/	
Marsil Bangali	Parent Member/	
Nicole March	Parent Member/	
Jenny Santana	Parent Member/	
Nicole Ricca	UFT Member/ Secretary	
Ilkania Vargas	UFT Member/ Chairperson	
April Galindez	UFT Member/	
	Member/	
	Member/	
	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.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

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:

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.

1. We are a brand new elementary school collocated among three intermediate schools in the Throggs Neck section of the Bronx. In our first year, we have two Pre-Kindergarten classes, one Integrated Co-Teaching Kindergarten class and one General Education Kindergarten class. We plan to grow in grades and size each year until the school reaches the fifth grade in 2020. We are a choice school in district 8, serving primarily students from the zones of PS 71 and PS 72. We are situated a few blocks away from the only other district 8 choice school, PS 304. We have an involved and vibrant parent and staff community, with individuals who are excited to participate in the building of a new school from the ground up.

At Bronx Delta School, we will empower students to succeed in the college or career of their choice, by providing the tools and support to help every student. We believe that students must learn how to set their own goals, and then learn strategies for persevering to achieve those goals. As a community of families, students, and staff, we will work together to develop students who strive for academic, social and emotional growth.

To help us facilitate these goals, we are partnering with Ramapo for Children, an organization that provides coaching for social and emotional supports. We have joined up with Materials for the Arts to provide resources for our cluster teacher, and we are implementing the Exemplars program to aid students in developing mathematical problem solving strategies.

2. Strengths, accomplishments, and challenges

- a) Strengths; distributive leadership with goal aligned task forces, a shared vision for the school that includes strategies for positive change, cohesive staff culture, and strong parent involvement
- b) Accomplishments; established community partnerships with elected officials, customized Report Card and progress monitoring for each child, creation of a system of collaborative goal setting between student and teacher that allows students to speak to their own individualized goals and progress
- c) Challenges; initiating everything at once, establishing new relationships among all stakeholders, creating or modifying resources and environment in a location that was designed for middle school students

3. Growth from previous year N/A. Key areas of focus include implementing our PBIS program to promote character development, mathematical problem solving, and targeted guided reading strategies to increase student reading levels to .5 years above grade level.

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.

Programs that address rigorous instruction:

For Kindergarten:

- Teachers College Reading and Writing Project- teachers use the workshop model to instruct reading and writing with a Balanced Literacy approach
- Supplemental phonics program Foundations
- GoMath for CCLS aligned mathematics instruction

For Pre-K:

- Creative Curriculum for ELA, including reading, writing, listening, and speaking
- EngageNY for mathematics
- General exposure to phonemic awareness

In both Pre-K and Kindergarten:

- Exemplars for mathematical problem solving

Data from chapter assessments thus far in the year reveals that students are struggling most with identifying the number of objects in a group as “greater than” “less than” or “equal to” another group of objects (K.CC.6). Classroom observations, teacher conferences, and superintendent feedback all suggest that students would benefit from direct instruction in concrete modeling strategies that could be taught and applied.

One strength is that we have already taken steps to begin implementing Exemplars, a problem solving curriculum that supplements math instruction. As a school, we have a need to make sure that students understand the basic principles of counting and cardinality as a stepping stone to engaging in more rigorous problem solving skills. A professional developer, Deb Armitage, is working directly with our school to implement such changes. **Our priority need is to build student problem solving strategies.**

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.

As a result of teaching problem solving strategies through the Exemplars program, 85% of students will be able to complete a math performance task at a Practitioner or Expert level, as measured by the Exemplars program rubric. Students will have the opportunity to demonstrate this on an end-of-year task in May, with interim check ins each chapter to allow us to monitor our progress towards our goal. As a baseline, students completed an Exemplars task in November, and 0% of students completed the task at an Expert or Practitioner level.

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)
Who will be

Timeline
What is the start and

Key Personnel
Who is responsible for implementing

<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	<i>targeted?</i>	<i>end date?</i>	<i>and overseeing the activity/strategy?</i>
<p>Exemplars Problem Solving Program. This supplemental curriculum provides tasks created with Universal Design for Learning. Teachers will integrate tasks into the existing GoMath units, implementing at least three tasks for each unit. Teachers will be able to use the benchmark pieces provided by Exemplars to assess each child's work and determine proficiency and next steps.</p>	All pre-k and k students	12/1/2014 to 6/20/2015	Debbie Mayer
<p>Professional Development Days through Exemplars Consultant. Each day, Deb Armitage will either conduct a demo lesson or observe and coach a teacher implementing an Exemplars task in each classroom in the school. During teacher professional work time, Deb will lead teachers in an analysis of student work.</p>	Teachers and Paras	11/24, 2/24, 3/16	Deb Armitage
<p>Supplemental math manipulatives for each problem – photos, counters, differentiated problems, to support the needs of English Language Learners and Students with Disabilities. The existing problems provided by the Exemplars program provide for three different levels of differentiation (each problem has a more challenging version and a less challenging version) and are written within a Universal Design for Learning framework (decodable, unambiguous names, no pronouns). Individual teachers, led by Ms. Vargas, will also adapt problems for individual students by adding picture support or providing realistic manipulatives with which to model.</p>	All students, targeted especially to high need subgroups	12/1/2014 to 6/20/2015	Ilkania Vargas
<p>Parent Modeling and Demonstration of Exemplars Problem Solving. During each of our scheduled Curriculum Celebrations, parents will be invited into the school to see student work, watch teachers model strategies or provide tips for upcoming units, and share any tips or resources of their own. Teachers will also create web-based strategy videos, posted on the Bronx Delta Website, that demonstrate various methods of approaching a problem.</p>	Parents	10/23/14, 12/19/14, 1/27/14, 3 more dates to 6/20/2014	Pre-K and Kindergarten teachers; Stephanie Kohnken

Part 4 – Resources Needed

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> -Exemplars program: rubrics, collection of problems, guidelines for scribing, sample student work, purchased with OTPS money -Exemplars consultant for modeling, providing feedback and coaching for teachers during implementation, with Title 1 money -Schedule adjustments and substitute coverage during Exemplars consultant visit to provide for meeting time -Video recorder and script developed and filmed during Family Engagement time to create parent strategy videos -Classroom instruction schedule modified to provide for at least one half hour session each week solely dedicated to students completing Exemplars problems -2-3 additional periods in which Exemplars problem-solving strategies are incorporated into existing math curriculum -Use of teacher planning time during Monday professional learning to create this modified schedule and plan for Exemplars instruction (cycle of planning every three weeks)

Part 5 – Budget and Resource Alignment

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

x	Tax Levy	x	Title I Basic		Title IIA		Title III		Grants
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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:

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.

Exemplars tasks measured against the provided program rubrics measuring problem solving strategies throughout the year at the culmination of corresponding GOMath units, in addition to GoMath End of Unit Assessments. By February 13th, 60% of students will complete an Exemplars task at a Practitioner or Expert level, as measured by the Exemplars program rubric.

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

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

Potential revisions: Additional dedicated time for Exemplars problem solving scheduled, to a maximum of a cycle of 5 days per week:
 Monday, introduction and teacher modeling, Tuesday, partner work, Wednesday, students and teacher view and analyze sample student work, Thursday, partner work with modified values but same strategies, Friday, independent student work.

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Every student in the school receives Character Education classes, provided by Ms. Gambolati, the school psychologist, using the Second Step program. We also implement a PBIS program, Positive Behavioral Interventions and Supports, which focuses on setting clear expectations and guidelines for each location around the school. We discuss our core values: Kind, Purposeful, and Joyous. Students across grades and classrooms share a common culture, using the same hand signals and terminology. Students in any classroom can earn positive token rewards, Delta Dollars, for use at the school store, from any adult in the building and redeem them in the school store. On average, students earn about 10 Delta Dollars each week.

Because we have only pre-k and kindergarten, students have a need to see models of what school looks like for older students and to have a clear vision of what it looks like to be successful and safe in school. As a school, we are also still developing and refining our systems and routines to ensure that they provide for the maximum amount of learning time, another need identified by the superintendent.

We maintain a Bronx Delta School Off Culture Behavior Tracker, that allows staff members to record and track a range of behaviors that are contrary to our culture at Bronx Delta School. The highest recorded incident type is of students leaving the classroom without permission. **Our priority need is to continue building a school culture that encourages active student participation within the classroom setting, as opposed to leaving the classroom.**

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, we will reduce the number of incidents of students leaving the classroom without permission by 60% from our baseline level in September, as assessed through incidents recorded on the BDS Off Culture Behavior Tracker.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
Targeted at risk counseling sessions for individual and groups of students to teach replacement behaviors for students who may feel emotional, instead of leaving the room	At risk students with 1 or more	6 week cycles, re-evaluated to monitor	Ms. Gambolati

	recorded incidents	for behavior decrease	
Parent volunteers to monitor the hallway and help re-direct students safely back into the classroom	All students	12/8 to 6/28	Michelle Proscia / Stephanie Kohnken
Visual aids/posters on display in the hallways and classrooms of Bronx Delta School that remind students of our 3 “big no’s” (e.g. Physical Aggression, Using Unkind Words, Leaving the Classroom without Permission.	All students	9/20 to 6/28	Leah Gambolati Stephanie Kohnken
Professional development facilitated through Ramapo for Children around behavioral approaches to building a safe and respectful community. On specified dates, Albert Brooks will work with classroom teachers to observe classroom routines and management procedures. He will coach and model, then debrief with teachers individually and also facilitate a school-wide learning opportunity.	All staff	6/5/14, 9/15, 12/4, 1/19	Albert Brooks Daniel Racic
Student helpers (model middle school students) will work together with kindergarteners, for at least 3 periods per week, assisting them in tasks such as buddy reading, setting and monitoring writing goals, and working to learn new sight words. By giving all students on the campus a shared and vested interest in learning, we will develop a culture of trust among all four schools.	All Students	1/13 to 6/15	Leah Gambolati UIM: Ms. Andino Mott Hall: Ms. Diaz Civic: Ms. Sheppard

Part 4 – Resources Needed

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

- “Quiet Place” space created in each classroom
- School Culture Professional Development for parents and teachers, provided by Ramapo trainers, utilizing Title 1 funding
- Substitute coverage for teachers to conduct peer observations and observe behavior management strategies suggested by Ramapo coaches, using tax Levy money
- Online Behavior Tracking system, training to use system and check-ins with time for data analysis once per month during Professional Learning Time on Mondays
- Schedule for school psychologist of targeted at-risk counseling sessions during periods of the day identified as high leverage times. Initial data suggests targeted times for counseling right before lunch, and during the last period of the day.
- Schedule and support from three middle school coordinators to identify and train middle school helpers, who will be able to adequately support our kindergarten students and develop a shared sense of community

Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

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

9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

10. Specify a timeframe for mid-point progress monitoring activities.				
Monthly charting of online incidents, with a targeted 10% monthly reduction (from baseline) each month. Mid-point check in on February 11 th , at which point our target reduction is 25% fewer incidents than baseline.				
Part 6b. Complete in February 2015.				
11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
12.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			
Potential revisions: additional coaching sessions provided by Ramapo, revision of time and duration for counseling sessions, revision to any individual student behavior plans				

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. |

Teachers have the opportunity to meet as Professional Learning Communities during our Monday and Thursday professional time, in addition to common preparation period time at least three times per week. We have teachers that are willing to meet, have built bonds, and maintain a culture of collaboration to come together during their prep periods without obligation, as well as volunteering to meet after work in the interest of best practices. During this time, teachers also have the opportunity to create exemplar writing pieces for the purposes of modeling to students, and to create or modify standards-based writing rubrics for each unit. Thus far in kindergarten, analysis of student writing pieces reveals that students are struggling most with conventions of writing under K.L.2 (Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing), with an average score of 1.83 out of 4 on the teacher-created rubric. One area of need is to ensure that when teachers have opportunities to meet and analyze student work with colleagues, we are able to create actionable next steps for both teachers and students. An additional area of need, reflected in feedback from the SLT, is in continuing to develop our professional learning committee to ensure that opportunities to teachers are responsive to their needs and of high quality. **Our priority need is in implementing structures to better facilitate the analysis of student work tied to student outcomes.**

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.

Over the course of one school year, two times each month, teacher teams will meet to analyze student writing work using the Tuning or Consultancy protocol and determine one next actionable step to share with students and improve student outcomes. This will be measured by an improvement in student outcomes. By June 2015, 80% of students will have improved by an average of 1.5 writing levels as measured by the TCWRP rubrics as compared with their initial writing baseline piece.

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>
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			

<p>Nine days of professional development from Generation Ready AUSSIE consultants</p> <ul style="list-style-type: none"> - Consultants will dedicate one half of each visit to embedded on-the-job coaching with teachers, visiting classrooms to model, observe, and give feedback on teaching practices - The second half of each visit, including after school professional learning time and common planning periods during the day, will be devoted to curriculum mapping . Teachers and consultants will examine the Teachers College Reading and Writing Project units and the modifications made by Bronx Delta School. Using student aggregated data and individual student work samples, the team will restructure writing units to address additional areas of need and to reflect current best practices - Consultants will also aid teachers in reflecting on completed units of student and the accompanying body of student work to make appropriate changes or modifications to that unit for the subsequent year 	All teaching staff	12/17/2014, 9 additional dates through 6/6/2015	Daniel Racic Alice Stabiner
<p>Training and practice for teacher teams in the use of protocols to view student work</p> <ul style="list-style-type: none"> - Kaleah Jones, our Teacher Development Coach, will work with teams of teachers during professional learning time to model successful team meetings using student work as a focus - Teachers will receive excerpts from The Power of Protocols to aid in their [professional work - As a small school, each teacher on the staff will lead a different area of study (Math, Writing, Reading). Through this distributive leadership, each educator will hone his or her facilitation skills 	Teacher teams	9/29/14, 10/9/14, 1/22/14, 2 additional dates	Daniel Racic Kaleah Jones
<p>Student friendly goal tracking sheets, with picture support, matched to student rubrics for each unit, used to support students in knowing and working towards their goals</p>	All students, focus on ELL students and students with disabilities	11/12/14 to 6/28/15	Nicole Ricca
<p>Parent workshops offered to introduce families to the range of potential feedback that students may receive on their writing pieces. Parents will practice supporting those goals and share any strategies of their own that might support this work. Workshops will be hosted in conjunction with our Curriculum Celebration, so that parents can be invited into the school to see and celebrate the work that students have accomplished. Classroom teachers will then also prepare a presentation and discussion of the variety of student goals that children might be striving to achieve. Parents will have the chance to learn and share strategies for supporting their child in several of these identified goal areas.</p>	Families	12/19/14, 1/27/15, 3/6/15, 2 more times before the end of the year	Stephanie Kohnken

Part 4 – Resources Needed

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

adjustments, etc.

- Coaching plan and cycle from Generation Ready, utilizing Title 1 funds
- TC units of study, for modification by teacher teams, purchased with OTPS New Schools funding
- The Power of Protocols*, books purchased using OTPS funding
- Scheduled cycles of professional learning time dedicated to analyzing student writing work
- Parent Workshop / Curriculum Celebration date and time to remain fluid, based on previous event's turnout and parental 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	x	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

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

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

By February 2nd, 2015, teachers should have completed our fourth writing unit. At this point, students will complete an on-demand writing piece, to compare to their baseline writing piece in September. At this point, the goal is that students have improved by an average of .9 writing levels, as compared with their baseline assessment. If fewer than 80% of students are meeting this goal, we will need to continue to take further action.

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

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

Potential revisions: additional contracted days of Generation Ready consultants, teacher accountability plan for the actionable feedback determined every 2 weeks

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. |

Strengths of school leadership, as identified by the School Leadership Team, include:

- Parent communication is consistent and clear
- Use of technology to create multiple pathways for assessment and communication (e.g. BDS digital behavior tracker, assessment tracker)
- Commitment to success of school
- Well organized events (parent/teacher conferences, Curriculum Celebrations, Fall Festival, Holiday Show)
- Utilizing community resources and conducting outreach to bring in outside resources to support the school’s academic and social-emotional programs, including Reso-A funding for technology, playground equipment from a donor school, Learning Leaders training organization for parents, Materials for the Arts, and others

Needs:

- Based on conversations and discussion with the School Leadership Team, identified areas of need include distributing and delegating responsibilities to staff and parents and providing consistent deadlines for those distributive leadership opportunities. An additional area of need identified by the principal and superintendent is providing concrete pieces of actionable feedback to teachers as a result of frequent classroom observations. As of December 7th, 5 of 18 (minimum) Advance-eligible observations conducted. **Our priority need is around frequent teacher observations and actionable feedback.**

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 – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
As a small school, teacher observations will be conducted once every three weeks, at a minimum. Each observation will be followed by written feedback and a feedback conference within 3 days, complete with one action step tied to a specific Danielson domain. This will result in the improvement of one level in the identified component area, as measured by the subsequent observation using the Danielson framework. The action steps for each staff member will be recorded over time and will be tracked with the goal of an 80% average successful completion rate for each staff member.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			

26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
27. Strategies to increase parent involvement and engagement			
28. Activities that address the Capacity Framework element of Trust			
Talent Coach professional coaching sessions <ul style="list-style-type: none"> - Opportunities for norming activities during classroom observations and debriefs with Talent Coach - Practice feedback sessions, to rehearse effective feedback conversations with teachers 	Principal	10/2/2014, 12/10/2014, 12/23, 2014, 1/20/2014, additional sessions ongoing	Sarah Sosbe, Daniel Racic
Professional Learning Opportunity for Providing Feedback, ARIS Learn feedback modules	Principal	12/16/2014, ongoing	Daniel Racic
Teacher Development Coach <ul style="list-style-type: none"> - School application for a Teacher Development Coach will enable principal to work with TDC in developing a coaching cycle responsive to the needs identified as a result of frequent classroom observations - Kaleah Jones will work in collaboration with the principal to provide external resources and support, including matching up teachers with potential inter-visitations for areas of need, and finding relevant articles or videos that support teacher practice 	Principal and Teacher Teams	9/29, 10/20, 12/8, 12/23, 1/27, 4 additional	Kaleah Jones
Network Achievement Coach <ul style="list-style-type: none"> - Regular weekly cycles of professional work will support the principal in norming observations on the Advance rubric - Will work in conjunction with the principal and the professional learning committee to develop cycles of professional activities that support areas identified through classroom observations as needing improvement 	Principal and Teacher Teams	Ongoing, each Tuesday	Lissette Santana

Part 4 – Resources Needed

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

- Schedule for teacher observations, including arrangements/coverage for teacher feedback sessions
- System to maintain and track staff completion of action steps over time (Excel file, in combination with Advance web application)
- Principal long term schedule of professional observations, including time built in for write up, analysis, feedback sessions, and follow-up with identified teacher. With 6 teachers, observations should occur at a rate of at least 2 per week.

Part 5 – Budget and Resource Alignment

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

x	Tax Levy		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:

- 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.

Check in on January 20th. At that point, progress towards meeting the specified goal would include the successful establishment of a system to track principal feedback, and rate of feedback and observation. On January 20th, the total number of observations should be at least 15, and 80% of teachers should have improved one level on the component identified as a next step.

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

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

As a new school, we have already worked hard to develop a welcoming environment for parents and families. We have used portions of our Tuesday Family Engagement time to host individual meetings with parents, make positive phone calls home to share good news, and create class newsletters to keep parents informed. We have also used time to plan and execute Curriculum Celebrations, in which parents are welcomed into the school with their child, to view and celebrate the child’s work, in a form of publishing party. Additionally during this time, parents have the opportunity to see teachers modeling several academic strategies that they have used over the course of the unit, and parents have a chance to ask questions or share strategies of their own. Families also see exemplar pieces of student work for future units, to get a sense of student expectations and preview ways to support their child at home over the course of the coming unit. Parent feedback from these events has been uniformly positive and has been used to help shape the timing and content of future events. Our Parent Teacher Staff Association is extremely active and involved in sponsoring or assisting with school activities and functions.

Other specific school strengths, as identified by the School Leadership Team, include:

Strong involvement with local officials (Councilman Vacca’s Reso-A grant for technology purchases, Congressman Crowley’s school supply giveaway), PTSA space, Ms. Gambolati’s exercise class, monthly curriculum celebration showcases, Fall Festival parade, Food Drive, Family Movie Nights to celebrate perfect attendance, Materials for the Arts as a resource for materials, partnership with the Beacon Phipps program to provide free after school programming to all interested students

Needs:

Our school, being in its first year, and located on a middle school campus, did not always have all of the amenities of a typical elementary school. We are working to bring an outdoor playground space appropriate for elementary-aged students to our campus, as well as to create an outdoor garden space to facilitate science and nature exploration. Inside, the school was re-painted and the walls are lined with middle school lockers, so although the classroom spaces are welcoming and child-friendly, the hallway or other common spaces may still seem sterile. The School Leadership Team discussed beautification such as tree planting, gardens, murals, and artwork in order to create a comfortable, and pleasant work/school environment. There is a need to build community in working toward those projects alongside parents, students, teachers, and administration. Together with the SLT, and in conjunction with the school staff, it was determined a necessary growth area for our school community. With an active parent community, we also hope to build investment in the new school by inviting parents and students to contribute to the improvement of the school together, and to maintain high rates of retention as students move up each year. **Our priority area of need is in bringing members of the school community together to participate collectively in building the school environment.**

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, Relavant, and Time-bound.

By June 2015, 60% of parents will participate in school sponsored activities focusing on maintaining and improving the physical appearance of the school. Specifically, Bronx Delta School, working with the PTSA (Parent Teacher Staff

Association) will host a minimum of four beautification events: creating a community garden, painting parent/ child murals, and decorating for seasonal events. Parent attendance will be measured through sign in sheets at each event.

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: 35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust	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>
Partnership with New York Cares to plan and facilitate a volunteer beautification day <ul style="list-style-type: none"> - New York Cares will help provide materials, paint, garden items, and other physical resources, in addition to free volunteer labor that can be combined with the efforts of our own parents and children. 	Families and students	Spring 2015	Stephanie Kohnken
Items from Materials for the Arts <ul style="list-style-type: none"> - Resources from this organization, which are also available to members of our PTSA, will help contribute to the changes that we wish to make in the school environment 	All stakeholders	12/2/2014 to 6/6/2015	Leah Gambolati Stephanie Kohnken
PTSA surveys and opportunities to leverage existing skills of parents in our community (i.e. carpenters, gardeners, etc) <ul style="list-style-type: none"> - The PTSA executive council has developed a survey to find and leverage the existing human resources we have in the school community. Once we have identified parents with specific skill sets, we can make arrangements and identify next steps for using those skill sets 	families	December - February	Michelle Proscia, PTSA President
Portions of school beautification will also contribute to the academic progress of all students, particularly select sub-groups such as ELL students or students with Special Needs. Hallways painted with academic themed murals will help spark and stimulate class discussions. A playground with a number line, alphabet, shapes, and colors painted on the ground will allow for academic learning and practice during recess time and utilizing physical movements	All students	Spring, 2015 (date TBD)	Stephanie Kohnken

Part 4 – Resources Needed

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

- Donations from local businesses for painting, gardening supplies, plants, and other needed items
- Items from donations to Materials for the Arts
- Session times and scheduling after school or on weekends for school beautification work, including permits and supervisors, who will donate time
- Community and parent volunteers

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
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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:

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

By February of 2015, as a check in point we will have hosted a minimum of two beautification events, with an average of 50% of parents or families in attendance thus far.

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

41. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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42. 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 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)	Students in the bottom 20 th percentile for letter/sound recognition	Repeated Foundations Specialized center activities, teacher made materials	Small group push in, small group pull out	During the school day
Mathematics	Students with less than a 60% average mastery of grade level standards	GoMath RTI modules, guided math work, teacher made materials	Small group pull out	During the school day
Science	No Science AIS for kindergarten	N/A	N/A	N/A
Social Studies	No Social Studies AIS for kindergarten	N/A	N/A	N/A
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students with greater than 5 anecdotal incident reports, all students with an individual behavior plan	Body awareness activities, anger management strategies	Combination of one-on-one and small group	During the 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.

	Schoolwide Program (SWP)	x	Targeted Assistance (TA) Schools		Non-Title I
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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.

Since our school is growing each year, we place a high priority on recruiting teachers of the highest caliber, which includes seeking only staff members who are highly qualified. We maintain an online and paper portfolio of resumes so that we can continue recruiting throughout the year. We have a hiring plan in place so that we know which positions we will be hiring for and what qualifications a candidate must possess. As part of our plan to retain and support teachers, we offer teachers a selection of professional learning opportunities.

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).

We regularly conduct Needs Assessments so that we can determine what types of professional development are required in order to help every staff member of Bronx Delta School work to ensure that all students are prepared to meet CCLS. This includes self-assessment surveys, peer and principal observations, and analysis of student work and aggregated data. When triangulation of this data reveals a pattern or a need, we integrate that into our year-long professional learning plan. This plan, which maps out professional development opportunities in a six to eight week cycle, is constantly changing based on need. This allows us to customize our professional development needs. Depending on the situation, we might conduct peer observations or inter-visitations with other schools, utilize an outside expert consultant, engage in close reading and discussions of professional texts and articles, or have staff members attend a professional development opportunity outside the school or facilitated by a skilled member of our own staff.

Part 3: TA Schools Only

3a. Use of Program Resources

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

Title I program resources will allow us to enlist the help of professional consultants from Ramapo for Children and Exemplars. By working to develop the skill base of every staff member through the high quality modeling and professional workshops exhibited by these consultants, we are better preparing our staff to meet the needs of diverse learners. Additionally, TA resources will be used for assessment materials so that we can initially identify the students who are struggling to attain proficiency. We will use Fountas and Pinnell Benchmark Assessment System. Finally, they will allow us to purchase intervention learning materials for use with those struggling students, including Leveled Literacy Intervention Kits, Foundations materials, and Kindervention resources.

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).

Each day during the last period of the day, all classes engage in center activities that are targeted to their specific learning needs. During this time, some students may be working on a computer reading program to increase fluency or listening comprehension. Others may visit a teacher-designed center that targets a specific area of need. Some students may use this time for enrichment centers and enrichment activities. No new lessons or material is presented during this time. It is during this period that students in need of academic support may be pulled out in a small group. All Targeted Assistance programs (Leveled Literacy Intervention, Kindervention) are used to supplement, not replace, the existing high quality curriculum. Teachers plan these lessons to complement each other during any services provided to at-risk students.

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 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	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.

		allocation amounts.)	Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

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

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

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

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs

6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

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

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Bronx Delta School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between 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 Teachers and Staff Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. Bronx Delta School will support parents and families of Title I students by:

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

- providing School-Home 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)

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;

- notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with 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 promptly 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 Teacher Staff 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.